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ABSTRACT

The Texas plan to assure equality of educational opportunity, which was approved by the U.S. Department of Education Offices for Civil Rights, is presented. Policy statements and descriptions of the existing and expanded activities of higher education systems are included. Progress in increasing the participation of Blacks and Hispanics in the system is reported in terms of enrollments, degrees conferred, employment, and governance and coordination. Information is presented on the mission, role and scope, geographic service area, and projected size of the student body during the plan of each of the four institutions of the Texas public higher education system: Texas State Technical Institute, community junior colleges, senior academic institutions, and health science centers and medical schools. Attention is also directed to steps to strengthen the role of Texas Southern University and Prairie View A&M University, along with elimination of educational duplication. Additional areas of concern include: recruitment, enrollment, and graduation of Blacks and Hispanics at the undergraduate, graduate, and first-professional levels; and increasing the numbers and proportions of Blacks and Hispanics in faculty, staff, and administrative positions at colleges and on systemwide and institutional governing boards. Appendices include information for the higher education sectors and for specific campuses. (SW)

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ED234698

TEXAS EQUAL EDUCATIONAL OPPORTUNITY PLAN FOR HIGHER EDUCATION

Submitted by GOVERNOR MARK WHITE

for the STATE OF TEXAS

June 15, 1981,

as amended through

May 16, 1983

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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Approved by the Office for Civil Rights of the U. S. Department of Education on June 14, 1983

TABLE OF CONTENTS

I. Introduction 1

A. Background 1

B. The Texas Commitment 5

C. The Texas Public College and University System 8

D. Progress in Increasing Participation of Blacks and Hispanics in the System 9

1. Enrollments 9

2. Degrees Conferred 10

3. Employment 10

4. Governance and Coordination 11

II. Enhancement of the Unitary Character of the Texas Public Higher Education System 12

A. Definition of the Mission of Each Institution 12

1. Texas State Technical Institute 13

a. General 13

b. Role and Scope 14

c. Geographic Service Area 15

d. Projected Size of the Student Body of Each Institution for Each Year of the Plan 15

2. Community Junior Colleges 15

a. General 15

b. Role and Scope 21

c. Geographic Area Served by the Community Junior Colleges 22

d. Projected Size of the Student Body of Each Institution for Each Year of the Plan 22

3. Senior Academic Colleges and Universities 22

a. General 22

b. Role and Scope 25

c. Geographic Area Served by Senior Colleges and Universities 25

d. Projected Size of the Student Body of Each Senior Academic College and University for Each Year of the Plan 25

4. Health Science Centers and Medical Schools 25

a. General 25

b. Role and Scope 26

c. Projected Size of the Student Body of Each Medical School and Health Science Center for Each Year of the Plan 26

B. Enhancement of Texas Southern University 27

1. Introduction 27

2. Steps to Strengthen the Role of Texas Southern University 30

a. Strengthening Educational Programs 30

b. Academic Programs to Strengthen Texas Southern University 31

(1) New Programs 33

(2) Strengthened Programs 43

(3) Professional Schools 48

c. Enhancement of Physical Facilities at Texas Southern University 56

d. Priority Consideration for Placing New Programs at Texas Southern University 64

3. Specification of Timetables for Sequential Implementation 65

4. Commitment of the State and its Appropriate Officials 65

C. Enhancement of Prairie View A&M University 66

1. Introduction 66

2. Steps to be Taken to Strengthen the Role of Prairie View A&M University 70

a. Academic Programs to Strengthen Prairie View A&M University 72

b. "A Five-Year Plan for the Strengthening and Enhancement of Prairie View A&M University" 121

c. Improving Physical Facilities at Prairie View A&M University 122

D. Elimination of Any Educationally Unnecessary Duplication 132

1. Cooperative Planning to Serve Urban Houston 133

2. Prairie View A&M University 136

III. Equal Higher Educational Opportunity in Recruitment, Enrollment and Graduation of Black and Hispanic Persons at the Undergraduate, Graduate and First-Professional Levels 140

A. Equalization of the Proportions in Which Black, Hispanic and White High School Graduates Enter Public Community Junior Colleges, the Texas State Technical Institute and Public Senior Colleges and Universities 142

B. Reduction of the Disparity Between the Proportions of Black and White, and Hispanic and White, High School Graduates Who Enter Traditionally White Senior Institutions 147

C. Equalization of the Proportions in Which Texas White, Black and Hispanic Recipients of Baccalaureate Degrees from Texas Public Institutions Enter Public Graduate and Professional Programs 149

D. Reduction of the Disparity Between the Proportions of Whites and Blacks, and Whites and Hispanics Who, After Entering Two-Year, Four-Year, Upper-Division and Graduate and Professional Programs, are Graduated 156

E. Expansion of Mobility Between Two-Year and Four-Year and Upper-Division Institutions 157

IV. Increasing the Numbers and Proportions of Blacks and Hispanics in Faculty, Staff and Administrative Positions in Two-Year and Four-Year Institutions 159

A. Goal and Commitments 160

B. Measures 162

C. Statewide Oversight and Coordination 163

V. Increasing the Numbers and Proportions of Blacks and Hispanics Appointed or Elected to Systemwide and Institutional Governing Boards 163

VI. Monitoring and Reporting on the Implementation of the Texas State Plan 169

VII. Conclusion 170

VIII. Appendices

A. White letter to Brown, January 14, 1981

B. Brown letter to White, January 15, 1981

C. Institutional Five-Year Plans for Public Senior Colleges and Universities; Public Medical, Dental, Nursing and Allied Health Schools

C-1. East Texas State University - 6/30/81*

East Texas State University Center at Texarkana

C-2. Lamar University - 9/8/81

Lamar University at Orange
Lamar University at Port Arthur

C-3. Midwestern State University - 7/3/81

C-4. North Texas State University - 5/14/81

C-5. Pan American University - 7/10/81

Pan American University at Brownsville

C-6. Stephen F. Austin State University - 7/17/81

Texas A&M University System

C-7. Prairie View A&M University - 5/15/81

C-8. Tarleton State University - 8/27/81

C-9. Texas A&M University - 5/1/81

* The date which appears after the name of the institution is the date of the original institutional enrollment plan, or the date of the revision of the plan if the original plan was revised.

C-10. Texas A&M University at Galveston - 4/30/81
(formerly Moody College)

C-11. Texas College of Osteopathic Medicine - 6/3/81

C-12. Texas Southern University - 6/30/81

Texas State University System

C-13. Angelo State University - 8/10/81

C-14. Sam Houston State University - 7/10/81

C-15. Southwest Texas State University - 5/13/81

C-16. Sul Ross State University - 5/13/81

Uvalde Study Center

C-17. Texas Tech University - 4/24/81

C-18. Texas Tech University Health Sciences Center - 4/24/81

C-19. Texas Woman's University - 5/7/81

C-20. The University of Texas System - 4/27/81

The University of Texas at Arlington

The University of Texas at Austin

The University of Texas at Dallas

The University of Texas at El Paso

The University of Texas of the Permian Basin

The University of Texas at San Antonio

The University of Texas at Tyler

The University of Texas Health Science Center at Dallas

The University of Texas Medical Branch at Galveston

The University of Texas Health Science Center at Houston

The University of Texas Health Science Center at San Antonio

University of Houston System - 2/24/82

C-21. University of Houston Central Campus - 9/15/81

C-22. University of Houston at Clear Lake City - 9/15/81

C-23. University of Houston Downtown College - 9/15/81

C-24. University of Houston Victoria College - 9/15/81

University System of South Texas

C-25. Corpus Christi State University - 7/20/81

C-26. Laredo State University - 9/14/81

C-27. Texas A&I University - 10/13/81

C-28. West Texas State University - 5/15/81

D. Institutional Five-Year Plans for Public Community (Junior) Colleges

D-1. Alvin Community College - 8/20/81

D-2. Amarillo College - 9/14/81

D-3. Angelina College - 9/14/81

D-4. Austin Community College - 5/12/81

D-5. Bee County College - 5/15/81

D-6. Blinn College - 8/12/81

D-7. Brazosport College - 9/10/81

D-8. Central Texas College - 9/15/81

D-9. Cisco Junior College - 9/14/81

D-10. Clarendon College - 7/1/81

D-11. College of the Mainland - 8/10/81

D-12. Cooke County College - 9/28/81

Dallas County Community College District

D-13. Brookhaven College - 5/8/81

D-14. Cedar Valley College - 7/13/81

D-15. Eastfield College - 5/11/81

D-16. El Centro College - 10/8/81

D-17. Mountain View College - 5/8/81

D-18. North Lake College - 5/12/81

D-19. Richland College - 9/11/81

D-20. Del Mar College - 8/15/81

D-21. El Paso Community College - 9/11/81

Rio Grande Campus

Trans-Mountain Campus

Valle Verde Campus

D-22. Frank Phillips College - 9/8/81

D-23. Galveston College - 8/18/81

D-24. Grayson County College -4/21/81

D-25. Henderson County Junior College -5/8/81

D-26. Hill Junior College - 5/1/81

D-27. Houston Community College - 8/81

D-28. Howard College at Big Spring - 4/30/81

D-29. Kilgore College - 5/15/81

D-30. Laredo Junior College - 5/6/81

D-31. Lee College - 9/11/81

D-32. McLennan Community College - 8/31/81

D-33. Midland College - 5/15/81

D-34. Navarro College - 9/10/81

D-35. North Harris County College - 6/1/83

D-36. Odessa College - 9/15/81

D-37. Panola Junior College - 9/1/81

D-38. Paris Junior College - 7/14/81

D-39. Ranger Junior College - 9/15/81

D-40. San Antonio Community College District - 9/15/81

San Antonio College

Saint Phillip's College

D-41. San Jacinto College - 9/8/81

Central Campus

North Campus

South Campus

D-42. South Plains College - 7/17/81

D-43. Southwest Texas Junior College - 5/8/81

D-44. Tarrant County Junior College District - 9/16/81

Northeast Campus

Northwest Campus

South Campus

D-45. Temple Junior College - 5/13/81

D-46. Texarkana Community College - 8/25/81

D-47. Texas Southmost College - 7/14/81

D-48. Tyler Junior College - 5/15/81

D-49. Vernon Regional Junior College - 7/20/81

D-50. Victoria College - 9/2/81

D-51. Weatherford College - 9/2/81

D-52. Western Texas College - 5/15/81

D-53. Wharton County Junior College - 8/28/81

E. Institutional Five-Year Plans for Public Technical Institutes

E-1. Texas State Technical Institute - 7/20/81

James Connally Campus

Mid-Continent Campus

Rio Grande Campus

Rolling Plains Campus

F. Appendix F has been incorporated into Appendix C - Institutional Five-Year Plans for Public Senior Colleges and Universities; Public Medical, Dental, Nursing and Allied Health Schools

G. Headcount Enrollments in the Texas Public Higher Education System Fall 1978 and Fall 1980

H. Projected Fall Headcount Enrollment for T.S.T.I. During 1982-86

I. Service Areas Texas Public Community Junior Colleges

I-1. Geographic Origin of Students in Texas Public Community Colleges, Fall 1979

J. Texas Public Community Junior Colleges Fall Semester Headcount Enrollment Projections - 1982-1986

K. Texas Public System of Higher Education Governance Structure

L. Role and Scope Statements for the Public Senior Colleges and Universities

M. Service Areas of Texas Public Four-Year and Upper-Division Senior Colleges and Universities

M-1. Geographic Origin of Students in Texas Public Senior Colleges and Universities, Fall 1979

N. Texas Public Senior colleges and Universities Fall Semester Headcount Enrollment Projections, 1982-1986

O. Role and Scope Statements for Public Medical, Dental, Nursing and Allied Health Institutions

P. Public Medical, Dental, Nursing and Allied Health Schools Fall Semester Headcount Enrollment Projections, 1982-1986

Q. Methodology for Calculating Graduate and Professional Enrollment Goals

R. Annualized Goals for Graduate and Professional Students for Traditionally White Institutions

I. Introduction

A. Background

On January 14, 1981, Texas Attorney General Mark White stated the following in a letter* to Ms. Cynthia G. Brown, then assistant secretary for civil rights of the U. S. Department of Education:

> I am aware of the fact that since April 1978, the Office for Civil Rights (OCR) of the United States Department of Education has been conducting a statewide review of higher education in Texas under the authority of Title VI of the Civil Rights Act of 1964. I am also aware of the fact that OCR interprets Title VI as requiring states that formerly operated de jure racially dual systems of public higher education to take action to overcome the effects of any prior discrimination as a condition for receiving federal assistance.
>
> As the chief legal officer of the State of Texas, I am responsible for advising state agencies and instrumentalities of their responsibilities under state and federal law. In this capacity, and in an effort to settle any differences Texas may have with your office without resort to enforcement proceedings or litigation, I have been meeting with Boards of Regents, Chancellors, and Presidents of Texas Higher Education Systems to review with them the provisions of Title VI and of the regulations and criteria issued pursuant to that statute.
>
> As a result of these conversations, education leaders of this state have initiated additional and expanded activities, supplementing those already underway, to assure equality of educational opportunity. Policy statements and descriptions of the existing, additional and expanded activities of various higher education systems are attached to this letter.
>
> I recognize that the progressive steps reflected in the commitments recently adopted by these systems are sufficiently complete for OCR to give only provisional approval to them as constituting an acceptable state-wide desegregation plan. In order to complete an acceptable desegregation plan...I will transmit additional materials, described in this letter and its attachments, which will embody further commitments for additional actions necessary to assure that the Texas systems of public higher education have fully complied with Title VI, and on or about June 15, 1981, I will transmit a report containing additional

* A copy of Attorney General White's letter to Assistant Secretary Brown is included in Appendix A.

information on the specific steps that will be undertaken to implement further all of the commitments. In light of these commitments, I believe that your office has a sufficient basis to deem these policies and programs provisionally acceptable under Title VI.

On January 15, 1981, Assistant Secretary Brown responded to Attorney General White's communication.* Ms. Brown said:

"...I am provisionally accepting the Texas voluntary remedial plan under Title VI of the Civil Rights Act of 1964. This provisional acceptance will extend to June 15, 1981, at which time all additional components of the Texas plan will be transmitted to OCR...."

On January 15, 1981, Assistant Secretary Brown wrote to Governor William P. Clements, Jr., as follows:

Enclosed is a copy of my response to materials transmitted to me by Attorney General Mark White describing activities underway in Texas to assure equality of educational opportunity at public institutions of higher education. I am pleased to report that the policies and programs transmitted by General White have been determined to constitute a provisionally acceptable statewide desegregation plan under Title VI of the Civil Rights Act of 1964.

The activities voluntarily undertaken in Texas establish a foundation for a constructive and cooperative relationship between the Federal and State Governments. I want to express my sincere appreciation for the State's continuing efforts to assure equality of educational opportunity in public higher education.

On January 27, 1981, Governor Clements noted with approval that the Department of Education** had found Attorney General White's submission of January 14 to constitute a provisionally acceptable statewide desegregation plan. Governor Clements notified Secretary Bell that "further responses and plans will be developed under my direction and submitted by me on or before June 15, 1981, to your

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* A copy of Assistant Secretary Brown's letter to Attorney General White is included in Appendix B.

** Hereinafter referred to as the Department.

Department, with the assistance of Attorney General White as required." Governor Clements stated further that "additional materials will be submitted to you on or before June 15, 1981, in the hope that they will constitute a fully acceptable plan." On January 27, 1981, Governor Clements appointed the Governor's Special Committee relating to equal higher educational opportunity planning and named Mr. Tom B. Rhodes, a member of the Board of Regents of The University of Texas System, as chairman. Other members of the committee are Dr. Kenneth H. Ashworth, commissioner of higher education; Dr. Jarvis Miller, higher educational consultant, formerly with the Office of the Governor; and Dr. Leonard Spearman, president of Texas Southern University. Upon assuming office, Governor Mark White designated Secretary of State John Fainter as chairman of the committee.

This plan has been developed in accordance with commitments made by Texas officials to Department officials since late 1980. It is submitted to fulfill all of the requirements for an acceptable voluntary Title VI compliance plan, as defined and specified in communications between official representatives of Texas and officials of the Department during that period.

The intent of the plan is to promote and strengthen equal opportunity for citizens of all races, colors and national origins for participation in the activities and benefits of the Texas public higher education system. Texas has removed all constitutional and statutory barriers to a racially integrated, or unitary, system of public higher education and has taken affirmative steps to increase minority participation in higher education. This plan constitutes a

commitment to undertake more intensive statewide and institutional efforts.

Neither the State nor its institutions segregate nor otherwise discriminate against persons on account of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 or the Fourteenth Amendment to the United States Constitution. Nor do the State or its institutions, on the basis of law, policy, or practice, deprive any person of the opportunity to participate in any of the activities of the system on the basis of any criteria in violation of the Fourteenth Amendment or of Title VI of the Civil Rights Act of 1964.

In 1969 the following language of Article VII, Section 7 of the Texas Constitution was repealed: "Separate schools shall be provided for the white and colored children, and impartial provisions shall be made for both." Most Texas public college and university statutes never included racial restrictions. The few explicit racial restrictions contained in the statutes relating to the public higher education system were removed by the Legislature in 1971.

Freedom of choice governs participation in the Texas public higher education system, as measured by enrollments, degrees earned, employment and other activities. Nevertheless, the Department's request for this plan offers Texas the opportunity to strengthen its objective of promoting greater participation of black and Hispanic persons in the public higher education system. Deficits do indeed exist in the participation rates of blacks and Hispanics. These deficits continue to exist despite considerable efforts by the institutions in recent years in employing affirmative means to remedy

the condition. Some have met demonstrable success, as this plan indicates. Thus, the State finds its goals concerning the participation of blacks and Hispanics in the system in harmony with stated aims of the Department in this regard. Because of these common interests and goals, the State submits this plan for a yet better-organized effort toward the accomplishment of goals the State already embraces in law, policy and practice. The individual five-year plans for 105 institutions of the four sectors of public higher education in Texas are integral components of this document (See Appendices C-1 through E-1).

Efforts are being made presently to secure from the 1983 session of the Texas Legislature additional funds needed for the implementation of the plan. Although this plan was not yet complete during the 1981 legislative session, substantial funding was provided to facilitate certain initial commitments. That is, Texas did not wait for approval of this plan to begin substantial efforts to meet commitments set out in this plan.

The Department should understand that the Texas Legislature will be the source of almost all additional funds for implementing this plan.

B. The Texas Commitment

In her January 15, 1981, letter to Attorney General White, Assistant Secretary Brown attached as Appendix C a document entitled Statement of Findings. Assistant Secretary Brown's letter stated:

> Appendix C describes the specific findings that we have made. In connection with the efforts of Texas to comply voluntarily with Federal law, it is essential that the specific vestiges identified by OCR's investigation be addressed in the commitments and implementing measures adopted by higher education and other state officials.

Since this plan sets forth the commitments and implementing measures referred to in Assistant Secretary Brown's letter, no further response to the findings is made at this time.

As already indicated, this plan is a commitment by Texas to operate its institutions of public higher education on a totally desegregated basis and to provide equal educational opportunity for all without regard to race, color or national origin. Further, it is a commitment to meet these goals without adopting quotas for specific groups or in any way lowering the standards for admission to, retention in and graduation from Texas institutions. A summary of the student enrollment objectives constituting this statewide plan are as follows:

1. The State of Texas and its public institutions of higher education will strive to achieve the objective that both the proportion of black high school graduates and the proportion of Hispanic high school graduates throughout the State who enter two-year and four-year undergraduate public higher education institutions, taken as a whole, will be equal to the proportion of white high school graduates throughout the State who enter such institutions.
2. The State of Texas and its public institutions of higher education will strive, within five years, to reduce by at least fifty percent the disparity between the proportion of white high school graduates entering traditionally white four-year and upper division undergraduate public higher education institutions in the State and the proportions of black high school graduates and Hispanic high school graduates entering such institutions in the State.

3. The State of Texas and its public institutions of higher education will seek to achieve proportions of black and Hispanic Texas graduates from undergraduate institutions in the State who enter graduate study or professional schools in the State at least equal to the proportion of white Texas graduates from undergraduate institutions in the State who enter such schools. In several specific goals agreed to by the State, the targets exceed those derived by using figures of the Office for Civil Rights.

4. The State of Texas and its predominantly black public institutions will strive to increase the proportion of white students and the proportion of Hispanic students entering traditionally black public institutions.

5. The State of Texas and its public institutions of higher education will strive to reduce any disparity that may exist between the proportions of black students and Hispanic students and the proportion of white students entering, completing their studies in, and graduating from two-year, four-year and graduate state higher education institutions.

6. The State of Texas will strive to expand mobility between two-year and four-year institutions.

7. When consistent with their missions, priority consideration will be given to placing at traditionally black institutions any new undergraduate, graduate or professional degree program or course of study which may be proposed by such traditionally black institutions.

Most individual institutional plans include specific resolutions or statements of commitment adopted by the governing board of each

Texas institution of public higher education in support of the above objectives. Texas has committed itself to achievement of these objectives while at the same time enhancing its two traditionally black institutions, Prairie View A&M University and Texas Southern University.

C. The Texas Public College and University System

In reviewing the Texas plan, the Department should be aware of characteristics of size and organization that are unique to this state. The Texas public postsecondary system is the largest, most complex and most decentralized such system of any of the states affected by the Adams Case court orders. Sixty-three governing boards are responsible for 105 campuses. Fifteen gubernatorially appointed boards govern 41 senior college and university campuses; 47 locally elected boards govern 60 community junior college campuses; the gubernatorially appointed Texas State Technical Institute board governs four campuses. While some states have a governing board or a "super board" with policy control over the institutions of higher education, Texas has a coordinating agency with limited specific authority from the Legislature and no implied powers.

With a Fall 1978 headcount enrollment of 576,843 the Texas public higher education system is roughly equivalent in size to the combined public higher education systems of seven states which are directly or indirectly affected by the Adams Case court orders.*

Appendix G shows the governing boards and the institutions

* Arkansas, 62,109; Delaware, 26,439; Kentucky, 107,894; Louisiana, 128,133; Mississippi, 86,546; South Carolina, 102,128; West Virginia 68,376 (Fall 1978 data)

under their jurisdiction, reflecting the great size and extreme complexity of the Texas public higher education system.

D. Progress in Increasing Participation of Blacks and Hispanics in the System

The rates of participation of black and Hispanic persons in the Texas public higher education system have increased significantly during the past decade in terms of enrollment, degrees received, employment and representation on governing boards.

Blacks represent approximately 12 percent of the general population of Texas; Hispanics constitute approximately 21 percent. The two groups make up about 33 percent of the State's population, and their combined percentage is growing.

1. Enrollments

During the past decade, the enrollment proportions of both blacks and Hispanics have increased at all program levels; i.e., the subbaccalaureate, baccalaureate, graduate and first-professional levels. Blacks accounted for 6.6 percent of all full-time students in Texas public higher education institutions in 1970. In Fall 1980, blacks accounted for 9.5 percent of the total full-time enrollment in these institutions. The enrollment of Hispanics underwent similar growth, from 7.8 percent of the full-time enrollment in 1970 to 12.3 percent in 1980.

From 1970 to 1980, the proportion of blacks who were full-time students in graduate and first-professional programs rose from 3.3 percent to 7.2 percent. During the same period, the increase in the proportion of Hispanics enrolled full time in graduate and professional programs rose from 3.1 percent to 4.9 percent. Table 1 shows significant growth in the black and

Hispanic proportions of the full-time undergraduate enrollment. It further indicates that the full-time graduate and professional enrollments of both groups increased significantly.

Table 1

Year	Full-time Undergraduate Enrollments				Full-time Graduate and Professional Enrollments			
	Blacks		Hispanics		Blacks		Hispanics	
	Number	Pct.	Number	Pct.	Number	Pct.	Number	Pct.
1970	16,369	6.8	19,519	8.2	530	3.3	494	3.1
1972	20,204	8.1	23,935	9.6	951	3.8	876	3.5
1974	22,642	8.5	30,718	11.5	925	3.9	1,012	4.2
1976	33,486	10.9	37,720	12.3	1,030	3.6	1,248	4.4
1978	27,534	9.3	38,508	13.0	1,284	4.2	1,462	4.8
1980	30,807	9.9	41,202	13.2	1,901	7.2	1,648	4.9

2. Degrees Conferred

Blacks received 6.6 percent of all degrees granted by Texas public colleges and universities in both fiscal 1976 and fiscal 1977, and 6.7 percent in fiscal 1979.

Hispanics received 9.3 percent of all degrees granted by the Texas public institutions in fiscal 1976, 9.9 percent in fiscal 1977, and 10 percent in fiscal 1979.

3. Employment

Statewide ethnic data for employment are available for fiscal years 1975, 1977, and 1979. According to the EEO-6 reports which institutions filed with the federal government, increases occurred during that four-year period in both the number and percent of blacks and

Hispanics in the Texas public higher education system work force. Blacks represented 13.3 percent of all full-time employees of the system in 1975, 13.6 percent in 1977, and 14.5 percent in 1979. Hispanics represented 9.7 percent of the system's full-time employees in 1975, 10.3 percent in 1977, and 10.6 percent in 1979. Both groups gained in both the faculty and the executive/administrative/managerial job categories. Representation of blacks in administrative positions increased from 5.7 percent in 1975 to 6.8 percent in 1979. Black faculty increased from 4.6 to 4.7 percent during the period. For Hispanics, an increase from 3.6 percent in 1975 to 4.1 percent occurred in the faculty category, accompanied by an increase from 4.5 percent to 5.1 percent in the administrative category during the period.

4. Governance and Coordination

Each of the fifteen public senior college and university governing boards has nine members, all appointed by the governor. Prior to the desegregation of public higher education in Texas, there were no black members on the governing boards of the traditionally white institutions. By October 1982, the number of black members on senior college and university governing boards had climbed to 8, or 5.9 percent of the total of 135. The Hispanic proportion was 5.2 percent in 1982.

Members of the governing boards of the Texas public community junior colleges are elected by the voters of their college districts. Although none of the 60 Texas

public community junior colleges today can be defined as traditionally black in character, St. Philip's College in San Antonio began as a college for blacks. With blacks constituting one-quarter of the student body, it continues to have the largest enrollment of black students among the junior colleges. In October 1982 the 47 elected public community junior college governing boards had 376 members. There were 14 black members, or 3.7 percent. Twenty-seven members, or 7.2 percent, were Hispanic.

There is no appropriate official action at the state level of government that would affect or control minority representation on community college boards since the initiative to seek elected office must come from local individuals and political organizations.

The nine members of the governing board of the Texas State Technical Institute are appointed by the governor. This board included one black and two Hispanics in October 1982. The Coordinating Board, Texas College and University System, had a black and two Hispanic members in October 1982.

II. Enhancement of the Unitary Character of the Texas Public Higher Education System

Texas public higher education as a whole is not characterized by a dual system. Ethnic enrollment and employment patterns in the system are not now caused, required, conditioned or influenced by Texas law, public policy or official action.

A. Definition of the Mission of Each Institution

The State public higher education system consists of four

sectors: the Texas State Technical Institute (T.S.T.I.), the community junior colleges, the senior academic colleges and universities, and the separately administered health science centers.* The four sectors include 63 governing boards and 105 campuses, as shown in Table 2. The mission of each of these institutions is defined on a basis other than race. Proposed major changes in the mission or the character of any institution within the State system will be reported to the Department.

Table 2

Sector	Number of Governing Boards	Number of Campuses
Texas State Technical Institute	1	4
Community Junior Colleges	47	60
Senior Academic Colleges and Universities	15	37
Health Science Centers (separately administered)	--	4
Total	63	105

1. Texas State Technical Institute

   a. General

      The Texas State Technical Institute is limited by statute to the following locations:

* The four health science centers referred to here are governed by the Board of Regents of the University of Texas System.

Campus	County
T.S.T.I.-Waco	McLennan
T.S.T.I.-Amarillo	Potter
T.S.T.I.-Harlingen	Cameron
T.S.T.I.-Sweetwater	Nolan

The headcount enrollment by ethnicity on the four campuses in Fall 1980 is reflected in Table 3.

Table 3

CAMPUS	TOTAL HEADCOUNT	WHITE		BLACK		HISPANIC		OTHER	
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Waco	4,236	3,291	77.69	446	10.55	338	7.98	161	3.80
Amarillo	792	666	84.09	16	2.02	90	11.36	20	2.53
Harlingen	1,421	222	15.62	3	.21	1,174	82.62	22	1.55
Sweetwater	333	251	75.60	18	5.42	62	18.67	1	.31
TOTAL	6,781	4,430	65.33	483	7.12	1,664	24.54	204	3.01

b. Role and Scope

T.S.T.I.'s statutory charge is (1) to provide occupationally oriented programs in highly technical and vocational areas, with emphasis upon the preparation of persons to fill the industrial and technological personnel needs of the state; (2) to train technical teachers, counselors and supervisors; and (3) to conduct research to determine manpower and training needs.

Technical and vocational programs are approved by the State Board of Vocational Education, and related academic instruction is approved by the Coordinating Board.

c. Geographic Service Area

Each of the four campuses of the Texas State Technical Institute serve the entire state for the purposes included in its statutory role and scope definition.

d. Projected Size of the Student Body of Each Institution for Each Year of the Plan

The projected fall headcount enrollment for T.S.T.I. during 1982-86 is included in Appendix H.

2. Community Junior Colleges

a. General

There are 60 community college campuses governed by 47 locally elected boards. The Houston Community College is governed by the board of the Houston Independent School District. All other community college governing boards are responsible solely for the governance of community colleges. The community colleges are located as follows:

COLLEGE AND CAMPUS	CITY	COUNTY
Alvin Community College	Alvin	Brazoria
Amarillo College	Amarillo	Potter-Randall
Angelina College	Lufkin	Angelina
Austin Community College	Austin	Travis
Bee County College	Beeville	Bee
Blinn College	Brenham	Washington
Brazosport College	Lake Jackson	Brazoria
Central Texas College	Killeen	Bell
Cisco Junior College	Cisco	Eastland

COLLEGE AND CAMPUS	CITY	COUNTY
Clarendon College	Clarendon	Donley
College of the Mainland	Texas City	Galveston
Cooke County College	Gainesville	Cooke
Dallas County Community College District		
Brookhaven College	Farmer's Branch	Dallas
Cedar Valley College	Lancaster	Dallas
Eastfield College	Mesquite	Dallas
El Centro College	Dallas	Dallas
Mountain View College	Dallas	Dallas
North Lake College	Irving	Dallas
Richland College	Dallas	Dallas
Del Mar College	Corpus Christi	Nueces
El Paso Community College		
Rio Grande Campus	El Paso	El Paso
Trans-Mountain Campus	El Paso	El Paso
Valle Verde Campus	El Paso	El Paso
Frank Phillips College	Borger	Hutchinson
Galveston College	Galveston	Galveston
Grayson County College	Denison	Grayson
Henderson County Junior Col.	Athens	Henderson
Hill Junior College	Hillsboro	Hill
Houston Community College	Houston	Harris
Howard College at Big Spring	Big Spring	Howard
Kilgore College	Kilgore	Gregg-Rusk
Laredo Junior College	Laredo	Webb
Lee College	Baytown	Harris

COLLEGE AND CAMPUS	CITY	COUNTY
McLennan Community College	Waco	McLennan
Midland College	Midland	Midland
Navarro College	Corsicana	Navarro
North Harris County College	Houston	Harris
Odessa College	Odessa	Ector
Panola Junior College	Carthage	Panola
Paris Junior College	Paris	Lamar
Ranger Junior College	Ranger	Eastland
San Antonio Community College District		
Saint Philip's College	San Antonio	Bexar
San Antonio College	San Antonio	Bexar
San Jacinto College		
Central Campus	Pasadena	Harris
North Campus	Houston	Harris
South Campus	Houston	Harris
South Plains College	Levelland	Hockley
Southwest Texas Junior College	Uvalde	Uvalde
Tarrant County Junior College District		
Northwest Campus	Fort Worth	Tarrant
South Campus	Fort Worth	Tarrant
Northeast Campus	Hurst	Tarrant
Temple Junior College	Temple	Bell
Texarkana Community College	Texarkana	Bowie
Texas Southmost College	Brownsville	Cameron
Tyler Junior College	Tyler	Smith

COLLEGE AND CAMPUS	CITY	COUNTY
Vernon Regional Junior College	Vernon	Wilbarger
Victoria College	Victoria	Victoria
Weatherford College	Weatherford	Parker
Western Texas College	Snyder	Scurry
Wharton County Junior College	Wharton	Wharton

The Fall 1980 headcount enrollment in the community junior colleges is shown by ethnicity in Table 4.

Table 4

Headcount Enrollment By Ethnic Origin
Public Junior Colleges in Texas
(Semester Length Courses)
Fall Semester, 1980

INSTITUTION	HEADCOUNT ENROLLMENT	WHITE		BLACK		HISPANIC		OTHER (INCL. NOT REPORTED)	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Alvin Community College	3,023	2,337	77.31	312	10.32	298	9.86	76	2.51
Amarillo College	4,955	4,244	85.65	194	3.92	311	6.28	206	4.16
Angelina College	2,043	1,710	83.70	289	14.15	30	1.47	14	.68
Austin Comm. College	12,537	9,375	74.78	1,063	8.48	1,462	11.66	637	5.08
Bee County College	1,537	883	57.45	43	2.80	596	38.78	15	.97
Blinn College	2,502	1,960	78.34	188	7.51	33	1.32	321	12.83
Brazosport College	3,660	2,968	81.09	269	7.35	354	9.67	69	1.89
Central Texas College	4,527	3,133	69.21	786	17.36	422	9.32	186	4.11
Cisco Junior College	1,448	1,240	85.64	108	7.46	85	5.87	15	1.03
Clarendon College	625	553	88.48	51	8.16	21	3.36	--	--
College of the Mainland	2,492	1,751	70.26	421	16.89	212	8.51	108	4.34
Cooke County College	1,492	1,309	87.73	51	3.42	17	1.14	115	7.71
Dallas Co. Comm. Col. Dist. Brookhaven College	5,217	4,720	90.47	161	3.09	206	3.95	130	2.49
Cedar Valley College	1,822	941	51.65	802	44.02	62	3.40	17	.93
Eastfield College	8,098	6,993	86.35	530	6.54	403	4.98	172	2.13
El Centro College	6,195	2,730	44.07	2,812	45.39	505	8.15	148	2.39
Mountain View College	5,091	3,341	65.63	1,200	23.57	426	8.37	124	2.43
North Lake College	3,732	3,463	92.79	81	2.17	127	3.40	61	1.64
Richland College	11,393	10,493	92.10	422	3.70	243	2.13	235	2.07
Del Mar College	6,994	3,819	54.60	212	3.03	2,831	40.48	132	1.89
El Paso Comm. Col. Dist Rio Grande Campus	1,342	346	25.78	55	4.10	887	66.10	54	4.02
Trans Mtn. Campus	3,165	1,462	46.19	260	8.21	1,313	41.49	130	4.11
Valle Verde Campus	7,310	1,633	22.34	252	3.45	5,199	71.12	226	3.09
Frank Phillips College	892	841	94.28	27	3.03	13	1.46	11	1.23
Galveston College	1,532	907	59.20	347	22.65	208	13.58	70*	4.57
Grayson County College	3,537	3,323	93.95	156	4.41	39	1.10	19	.54
Henderson Co. Jr. College	2,875	2,122	73.81	488	16.97	108	3.76	157	5.46
Hill Junior College	703	612	87.06	56	7.97	30	4.27	5	.70

* SOURCE: Coordinating Board--Educational Data Center.
Fall headcount Enrollment, 1980

Headcount Enrollment By Ethnic Origin
Public Junior Colleges In Texas
(Semester Length Courses)
Fall Semester, 1980 (continued)

INSTITUTION	HEADCOUNT ENROLLMENT	WHITE		BLACK		HISPANIC		OTHER (INCL. NOT REPORTED)	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Houston Comm. College	13,069	7,759	59.37	2,766	21.16	1,154	8.83	1,390	10.64
Howard College/Big Spring	1,076	859	79.83	46	4.28	140	13.01	31	2.88
Kilgore College	4,097	3,494	85.28	528	12.89	75	1.83	--	--
Laredo Jr. College	3,107	227	7.31	9	.29	2,742	88.25	129	4.15
Lee College	4,353	3,582	82.29	685	15.74	--	--	86	1.97
McLennan Comm. College	3,849	3,029	78.70	536	13.93	211	5.48	73	1.89
Midland College	2,695	2,282	84.68	137	5.08	234	8.68	42	1.56
Navarro College	2,227	1,844	82.80	240	10.78	84	3.77	59	2.65
North Harris Co. Coll.	6,625	5,606	84.62	328	4.95	392	5.92	299	4.51
Odessa College	3,820	3,074	80.47	134	3.51	553	14.48	59	1.54
Panola Junior College	813	605	74.42	180	22.14	2	.25	26	3.19
Paris Junior College	1,951	1,668	85.49	161	8.25	18	.92	104	5.34
Ranger Junior College	717	463	64.58	162	22.59	70	9.76	22	3.07
San Antonio Jr. Col. D. San Antonio College	20,377	9,755	47.87	1,253	6.15	8,370	41.08	999	4.90
St. Philip's College	6,780	2,402	35.43	1,600	23.60	2,645	39.01	133	1.96
San Jacinto Col. D. Central Campus	9,389	7,732	82.35	274	2.92	655	6.98	728	7.75
North Campus	2,777	2,235	80.48	265	9.54	211	7.60	66	2.38
South Campus	1,871	1,535	82.04	58	3.10	144	7.70	134	7.16
South Plains College	2,840	2,146	75.56	192	6.76	426	15.0	76	2.68
Southwest Texas Jr. Col.	2,192	939	42.84	38	1.73	1,179	53.79	36	1.64
Tarrant Co. Jr. Col. D. Northeast Campus	8,644	7,996	92.50	224	2.59	264	3.05	160	1.86
Northwest Campus	3,625	3,057	84.33	168	4.63	323	8.91	77	2.13
South Campus	8,879	6,734	75.84	1,556	17.52	396	4.46	193	2.18
Temple Jr. College	2,278	1,878	82.44	220	9.66	148	6.50	32	1.40
Texarkana Comm. Coll.	3,086	2,441	79.10	588	19.05	20	.65	37	1.20
Texas Southmost Coll.	4,268	828	19.40	4	.09	2,974	69.68	462	10.83
Tyler Jr. College	6,794	5,627	82.82	1,012	14.90	70	1.03	85	1.25
Vernon Regional Jr. Col.	1,086	820	75.51	115	10.59	63	5.80	88	8.10
Victoria College	2,298	1,842	80.16	100	4.35	337	14.66	19	.83
Weatherford College	1,596	1,431	89.66	40	2.51	22	1.38	103	6.45
Western Texas College	1,102	956	86.75	52	4.72	88	7.99	6	.54
Wharton County Jr. Col.	2,056	1,553	75.54	233	11.33	213	11.82	27	1.31
TOTAL	251,076	175,608	69.94	25,510	10.17	40,694	16.21	9,234	3.68

b. Role and Scope

The role and scope of the Texas public community junior college districts are established by statute. Individual programs and courses are approved by one or both of the agencies with responsibility for state-level program control. Academic programs and courses are approved by the Coordinating Board, Texas College and University System. Vocational programs and courses are approved at the administrative level by the Joint Program Review Committee, which includes representatives from the staff of the Coordinating Board, Texas College and University System, and the Texas Education Agency. The State Board of Vocational Education bears final responsibility for approving postsecondary vocational education programs.

Texas statutes authorize the community junior colleges to provide the following types of programs:

1. freshman and sophomore courses in the arts and sciences;
2. vocational programs leading directly to employment in semi-skilled and skilled occupations;
3. technical programs up to two years in length leading to associate degrees or certificates;
4. continuing adult education programs for occupational or cultural upgrading;
5. compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students;
6. a continuing program of counseling and guidance designed to assist students in achieving their individual educational goals; and

7. such other purposes as may be prescribed by the Coordinating Board, Texas College and University System, or local governing boards, in the best interest of postsecondary education in Texas. (V.T.C.A., Education code S130.003 (e))

c. Geographic Area* Served by the Community Junior Colleges

Community junior colleges are local institutions designed generally to serve persons who live within commuting distance. The service area of the community junior college consists usually of the county (or a portion of the county) in which the institution is located and contiguous counties. The service areas of the community junior colleges as of Fall 1979 are indicated in Appendix I, with graphic presentation shown in Appendix I-1.

d. Projected Size of the Student Body of Each Institution for Each Year of the Plan

The projected headcount enrollment for each community junior college campus during 1982-86 is included in Appendix J.

3. Senior Academic Colleges and Universities

a. General

The governance system for Texas public higher education includes fifteen governing boards for public senior colleges and universities. These are gubernatorially appointed. Appendix K shows the system of governance for the entire Texas public postsecondary educational system.

* "Service area," as used in this plan, means those counties supplying one percent of an institution's headcount enrollment or 25 students, whichever is the smaller. Excepted from this definition are T.S.T.I. and the seven health-related units, which are defined here as having "statewide" service areas.

The headcount enrollments by ethnicity in semester-length courses in the senior academic colleges and universities in Fall 1980 are included in Table 5 below.

Table 5

HEADCOUNT ENROLLMENT BY ETHNIC ORIGIN
TEXAS PUBLIC SENIOR COLLEGES AND UNIVERSITIES
(SEMESTER-LENGTH COURSES)
FALL SEMESTER, 1980*

INSTITUTION	HEADCOUNT ENROLLMENT	WHITE		BLACK		HISPANIC		OTHER (INCL. NOT REPORTED)	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
East Texas State University	8,322	6,480	77.87	1,087	13.06	224	2.69	531	6.38
East Texas State University at Texarkana	1,246	1,017	81.62	186	14.93	14	1.12	29	2.33
Lamar University	11,511	7,899	68.62	2,067	17.96	807	7.01	738	6.41
Lamar University at Orange	961	737	76.69	92	9.57	88	9.16	44	4.58
Lamar University at Port Arthur	1,054	511	48.48	413	39.18	81	7.69	49	4.65
Midwestern State University	4,336	3,871	89.28	199	4.59	137	3.16	129	2.98
North Texas State University	17,158	13,862	80.79	1,459	8.50	503	2.93	1,334	7.78
Pan American University	8,358	1,719	20.57	31	.37	6,398	76.55	210	2.51
Pan American University at Brownsville	1,146	367	32.02	1	.09	739	64.49	39	3.40
Stephen F. Austin State Univ.	10,772	9,817	91.13	430	3.99	178	1.65	347	3.22
Texas A&M University System Moody College	593	563	94.94	2	.34	16	2.70	12	2.02
Prairie View A&M Univ.	5,511	252	4.57	3,654	66.30	12	.22	1,593	28.91
Tarleton State University	3,592	3,256	90.65	60	1.67	58	1.61	218	6.07
Texas A&M University	33,370	30,348	90.94	256	.89	996	2.98	1,730	5.19
Texas Southern University	8,015	57	.71	5,285	65.94	110	1.37	2,563	31.98
Texas State Univ. System Angelo State University	5,705	4,883	85.59	249	4.36	518	9.08	55	.97
Sam Houston State Univ.	10,601	9,227	87.04	744	7.02	359	3.39	271	2.55
Southwest Texas State Univ.	15,400	12,750	82.79	548	3.56	1,511	9.81	591	3.84
Sul Ross State University	1,641	1,086	66.18	43	2.62	446	27.18	66	4.02
Uvalde Study Center	502	242	48.21	5	1.00	249	49.60	6	1.19

* SOURCE: Coordinating Board--Educational Data Center.
Fall headcount enrollment, 1980

Table 5 (cont.)
Headcount Enrollment By Ethnic Origin
Texas Public Senior Colleges and Universities
(Semester Length Courses)
Fall Semester, 1980

INSTITUTION	HEADCOUNT ENROLLMENT	WHITE		BLACK		HISPANIC		OTHER (INCL. NOT REPORTED)	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Texas Tech University	23,034	21,087	91.55	427	1.85	851	3.69	669	2.91
Texas Woman's University	7,872	6,049	76.84	886	11.26	512	6.50	425	5.40
The Univ. of Texas System The Univ. of Texas at Arlington	20,166	15,890	78.80	1,228	6.09	673	3.34	2,375	11.77
The Univ. of Texas at Austin	46,148	38,981	84.47	1,110	2.41	3,513	7.61	2,544	5.51
The Univ. of Texas at Dallas	6,368	5,320	83.54	168	2.64	164	2.58	716	11.24
The Univ. of Texas at El Paso	15,750	7,355	46.70	362	2.30	6,614	41.99	1,419	9.01
The Univ. of Texas of the Permian Basin	1,578	1,382	87.58	40	2.53	95	6.02	61	3.87
The Univ. of Texas at San Antonio	9,831	7,271	73.96	216	2.20	2,116	21.52	228	2.32
The Univ. of Texas at Tyler	1,921	1,740	90.58	144	7.50	13	.68	24	1.24
Univ. of Houston System Central Campus	29,676	20,071	67.63	2,767	9.32	1,894	6.38	4,944	16.67
Downtown College	5,055	1,985	39.27	1,467	29.02	785	15.53	818	16.18
At Clear Lake City	5,592	4,801	85.85	246	4.40	236	4.22	309	5.53
Center at Victoria	790	686	86.8	19	2.4	73	9.2	12	1.5
Univ. System of South Texas Corpus Christi State Univ.	2,748	1,897	69.03	64	2.33	733	26.67	54	1.97
Laredo State Univ.	816	117	14.34	3	.37	660	80.88	36	4.41
Texas A&I Univ.	5,355	1,340	34.36	260	4.86	2,672	49.9	583	10.89
West Texas State Univ.	6,559	5,352	89.22	211	3.22	354	5.40	142	2.16
TOTAL	339,053	251,268	74.11	26,469	7.81	35,402	10.44	25,914	7.64

b. Role and Scope

Statements setting forth the range and scope of programs and degrees offered by the senior colleges and universities are included in Appendix L.

c. Geographic Area Served by Senior Colleges and Universities

The geographic service areas of the public senior colleges and universities as of Fall 1979 are listed in Appendix M, with a graphic presentation shown in Appendix M-1.

d. Projected Size of the Student Body of Each Senior Academic College and University for Each Year of the Plan

The annual projected headcount enrollment from 1982-86 for each of the senior academic colleges and universities is included in Appendix N.

4. Health Science Centers and Medical Schools

a. General

There are seven public medical schools in operation in the state. Texas Tech University operates a medical school and has authorization for the following additional health-related programs: nursing, pharmacy, allied health sciences and veterinary medicine.

Texas A&M University operates a medical school.

North Texas State University operates the Texas College of Osteopathic Medicine.

The University of Texas System operates four free-standing health science centers, each of which has a medical school and additional health-related programs. The health science centers serve the entire state.

Headcount enrollments by ethnicity for the four health science centers and the other public medical schools for fall 1980 are indicated in Table 6.

Table 6

Institution	Fall 1980 Headcount	White		Black		Hispanic		Other (Including not Reported)	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
UT Health Science Ctr., Dallas	1,322	1,139	86.16	43	3.25	99	7.49	41	3.10
UT Health Science Ctr., Houston	2,711	2,207	81.41	117	4.32	147	5.42	240	8.85
UT Health Science Ctr., San Antonio	2,212	1,862	84.18	42	1.90	250	11.30	58	2.62
UT Medical Branch at Galveston	1,586	1,353	85.31	64	4.04	112	7.06	57	3.59
Texas A & M Univ. Med. School	127	119	93.70	1	79	2	1.57	5	3.91
Texas Tech Univ. Med School	282	244	86.52	5	1.77	25	8.87	8	2.84
Texas College of Osteopathic Medicine	330	301	91.21	9	2.73	9	2.73	11	3.33
TOTAL	8,570	7,225	84.31	281	3.28	644	7.51	420	4.90

b. Role and Scope

Statements setting forth the range and scope of programs and degrees offered by the health-related units of the system are included at Appendix O.

c. Projected Size of the Student Body of Each Medical School and Health Science Center for Each Year of the Plan

The annual projected headcount enrollment from 1982-86 for each of the health science centers and medical schools is included in Appendix P.

B. Enhancement of Texas Southern University

1. Introduction

State policy shall continue to assure that improvements will be made as necessary to permit Texas Southern University to fulfill its defined mission. Such support will extend to physical plant and equipment, quality and range of program offerings, number and quality of faculty, student services and student financial aid. Further, Texas Southern University will have resources which are at least comparable to those at traditionally white institutions having missions similar to that of Texas Southern University.

TSU has completed two studies (Enhancement of Texas Southern University, Report of the Study on the University's Mission, dated July 1982; and Texas Southern University Long Range Campus Master Plan, dated February 1983) copies of which are submitted with the original of this plan and are on file with the U.S. Department of Education. These studies are the basis of the projections and plans set out in this plan.

On July 6, 1982, Mr. Tom B. Rhodes, Chairman of the Governor's Special Committee, requested Mr. Ernest S. Sterling, Chairman of the Board of Regents of Texas Southern University, to conduct a study (1) to discover any inequities which may exist between Texas Southern University faculty salaries and faculty salaries at comparing institutions; (2) to identify any inequities by November 1, 1982; and (3) to pledge the TSU Board of Regents to make a commitment by November 1, 1982, that inequities found will be rectified during the five-year life of the plan. This study has been completed.

The study done as a part of its Title VI investigation in Texas by the U.S. Department of Education found that a $3,000 discrepancy in salaries existed between TSU and other institutions against which TSU was compared. The current study, conducted by TSU, shows that although some discrepancy does exist at this time, it has been reduced to a $600 difference.

The study shows that, for the fall semester of 1981, the following disparities existed between TSU and the comparing institutions:

Rank	Average Salary Rank	Average Comparing Institutions	Average Difference
Professor	$30,024	$30,702	$ 678
Associate	25,158	25,702	544
Assistant	20,964	21,420	456
Instructor	15,024	15,430	406
Law-All Ranks	37,554	41,108	3,554
Pharmacy-All Ranks	25,924	26,720	836

To remedy this difference, TSU has requested a legislative appropriation. Higher salaries will become possible in part as vacancies occur through normal attrition and are not refilled. Thereby, a higher faculty-student ratio will be achieved during the life of this plan. It is anticipated, therefore, that the special appropriation can be reduced .5% a year to phase out after five years.

The comparing institutions (all classified as II-A by the AAUP) used in the study are:

Lamar University
Sam Houston State University
Southwest Texas State University
Stephen F. Austin State University
Texas A&I University
Tarleton State University

There are no institutions in the Texas public higher education system which are absolutely similar or comparable to Texas Southern University. However, the above institutions have sufficient characteristics in common with Texas Southern University (which, though misclassified by AAUP, is a class II-A institution as well) to justify their use as comparing institutions.

The Coordinating Board four years ago commissioned a thorough evaluation of the physical plant at Texas Southern University. This study was undertaken in view of the fact that formula-appropriated maintenance and custodial funds and limited appropriations for major repair and rehabilitation had not assured Texas Southern University of facilities equal to the quality of most other Texas colleges and universities.

In November 1979, the Coordinating Board, with the endorsement of the president of Texas Southern University, contracted with the consulting firm of Dober and Associates, Inc., of Boston, Massachusetts, to conduct the study. The study identified in broad terms the physical plant improvements needed at TSU, as well as priorities for action in such areas as safety, security and deferred maintenance, land acquisition and campus planning. The results of that study were used by Texas Southern University in formulating its 1982-83 biennial budget request and by the

Governor in making his funding recommendations for TSU. The Legislature responded to the education and general needs documented in this study by approving Texas Southern University's 1982-83 request for major repairs and rehabilitation in its entirety. An update of the Dober Study in 1982 is now serving as the basis for the TSU facilities requests pending before the 1983 Legislature. Legislative appropriations since the initial submission of this plan are described below. Funds for further enhancement are described below.

2. Steps to Strengthen the Role of Texas Southern University

The State of Texas is committed to the enhancement of Texas Southern University and to its development of unique academic programs that promise to attract students of all races. This commitment includes, but is not limited to, the following biennial appropriations which have been made by the Texas Legislature and are beyond ordinary operating funding:

a. Strengthening Educational Programs

For the current biennium the Legislature has appropriated $4.2 million above funding required for ongoing operations. This supplemental funding is detailed as follows, and will assist the university in its efforts to strengthen professional schools and develop high demand programs:

Scholarships	$ 300,000
Counseling	290,000
Instructional and Support Equipment	2,000,000
Improved Fiscal Management	125,000
Law School Library	400,000
Law School Clinical Program	340,405
Center for Banking	100,000
Center for Urban Resources	100,000
Scholarships and Recruitment of Non-Black Students	300,000
Institutional Support Services - Library	300,000
Total	$4,255,405

These items will enable Texas Southern University to remedy deficiencies in its law library, provide hands-on experience for its students through two new centers, and generally enhance educational programs throughout the university. Other enhancements are described below.

b. Academic Programs to Strengthen Texas Southern University

As a goal of this plan, TSU will enroll at least 25% of its student body in high-demand or unduplicated degree programs, including programs to be selected from those listed on the next page. These programs will be implemented in such a way that they will be attractive to students of all races.

Category	Program	Estimated Number-End of Fifth Year
New Programs	Establish New School of Health Sciences*	285
	B.S. in Sports Health	135
	B.S. in Environmental Health	135
	Master of Prof. Accounting	30**
	M.S. in Transportation	35**
	Doctor of Pharmacy	22**
	B.S. in Petroleum Engr. Tech.	175
	Subtotal	817
Strengthened Other Programs	Insurance	75
	Bilingual Education	125
	Fashion Merchandising	30
	Foods and Nutrition	85
	Consumer Education	15
	Early Childhood Education	35
	Business Education	80
	Subtotal	445
Strengthened Professional Programs	Education	570
	Law	450
	Subtotal	1,020
	Grand Total	2,282 (Exceeds 25% commitment)

* New administrative unit combining seven existing programs.

** Approved (Copies of the program proposals approved by the Coordinating Board are submitted with the original of this plan and make up a part of that plan.)

The Coordinating Board's Study Paper 27, Fall Headcount Enrollment Forecasts to 1995, Texas Institutions of Higher Education, revised July 1982, projects a TSU enrollment of 8,251, 25% of which would be 2,064. The program enrollments projected above would exceed goals based on these estimates.

(1) New Programs

By the fifth year of the plan Texas Southern University will initiate new, high demand or unduplicated programs, to be selected from those listed below. At least six of these will be approved and offered by TSU by academic year 1985-86. The University of Houston Central and Downtown campuses will not add any of the programs listed to their curricula during the life of the plan.

6 B.S. Degrees in Health Sciences
Human Ecology Concentration
Pharm. D. Degree (Doctor of Pharmacy)
Ph.D in Biology
M.S. in Hygiene
Doctor of Science in Hygiene
M.S. in Pharmaceutical Sciences
Master of Professional Accountancy
Bachelor's Degree in Commercial Application to the Arts
Bachelor's Degree in Aviation Management
Bachelor's Degree in Petroleum Technology
Bachelor's Degree in Geological Applications
M.S. in Transportation
Graduate Program in Holistic Studies and Research

In the above fields, the University of Houston Central Campus does already have a Ph.D in Biology and several allied health science programs. Programs developed for TSU in these areas will focus upon

different specializations or subdisciplines from those at the University of Houston.

At least two of these programs will be implemented during the 1983-84 academic year, two in 1984-85, and two in 1985-86. In the event that any of these programs are discontinued during the life of the plan, an alternative new degree program shall be substituted for it, so that TSU's ability to attract additional students will not be diminished.

The following information for each of the six new programs is contained herein beginning after the next page.

1. Estimates of the projected number of students majoring in the programs for each year through 1986-87;
2. Estimates of the additional personnel, library holdings, equipment and facilities needed to implement the program;
3. The estimated costs for each new program and the sources for these funds; and
4. For those programs that are offered currently by the University of Houston, an explanation of why the program at TSU is expected to attract the number of students projected on a nonracial basis.

The new and strengthened programs mentioned above will strengthen Texas Southern University and should attract more students on a nonracial basis to that institution for the following reasons:

1. Programs will be accompanied by facilities improvements, faculty development, improved campus attractiveness, and increased security.

2. All are high demand and where unduplicated, whites will of necessity have to pursue their interests at Texas Southern University. This applies to subdisciplines and subspecialized areas as well.

3. The programs will attract employers and users of the faculty expertise in the new and strengthened areas. That is, the programs will reach out into the community in ways other than instruction, including research, consulting, public service, etc. This in turn will give exposure resulting in attracting new students from the entire community.

4. New and strengthened programs in the health related fields will tie the institution to the country's largest medical center located in Houston. This exposure will attract more nonminority students.

5. The increases in whites on the TSU campus due to new and strengthened programs will result in attracting more whites to other fields as well.

6. As the quality of graduates from new and strengthened programs becomes apparent in the market place and the workplace, whites who may not earlier have considered studying at this institution will have increased reason to consider it as equivalent to traditionally white institutions.

Program Title: BACHELOR OF SCIENCE DEGREE IN SPORTS HEALTH

A. Projected Number of Students

Year	Number
1983-84	35
1984-85	70
1985-86	100
1986-87	135

B. Additional Resource Requirements

B.1 Personnel

	1983-84	1984-85	1985-86	1986-87
Professors @ $30,000 each	$ 60,000 (2 prof)	$ 96,000 (3 prof)	$105,600 (4 prof)	$116,200 (4 prof)
One (1) Technician @ $18,000	18,000	19,800	21,800	24,000
Total personnel	$ 78,000	$115,800	$127,400	$140,200
B.2 Library	5,000 (295 V)	2,000 (120 V)	2,000 (120 V)	3,500 (205 V)
B.3 Equipment Specialized Equipment	40,000	10,000	10,000	10,000
B.4 Facilities Simulation Laboratory, Instructional Lab., etc.	80,000	-0-	-0-	-0-
B.5 Other (Supplies, faculty dev., travel, data bank)	15,000	10,000	10,000	10,000
C. Estimated Cost	$218,000	$137,800	$149,400	$163,700

D. Source of Funds
Formula funding and special item funding.

Program Title: BACHELOR OF SCIENCE DEGREE IN ENVIRONMENTAL HEALTH

A. Projected Number of Students

Year	Number
1983-84	35
1984-85	70
1985-86	100
1986-87	135

B. Additional Resource Requirements

		1983-84	1984-85	1985-86	1986-87
B.1	Personnel				
	Professors @ $30,000 each	$ 60,000 (2 prof)	$ 96,000 (3 prof)	$105,600 (4 prof)	$116,200 (4 prof)
	One (1) Technician @ $18,000	18,000	19,800	21,800	24,000
	Total personnel	$ 78,000	$115,800	$127,400	$140,200
B.2	Library	5,000 (295 V)	2,000 (120 V)	2,000 (120 V)	3,500 (205 V)
B.3	Equipment				
	Specialized Equipment	40,000	10,000	10,000	10,000
B.4	Facilities				
	Simulation Laboratory, Instructional Lab., etc.				
B.5	Other (Supplies, faculty dev., travel, data bank)	15,000	10,000	20,000	20,000
C.	Estimated Cost	$218,000	$137,800	$149,400	$163,700

C. Source of Funds
Formula funding and special item funding.

Program Title: MASTER OF SCIENCE IN TRANSPORTATION

A. Projected Number of Students

Year	Number
1983-84	10
1984-85	22
1985-86	25
1986-87	35

		1983-84	1984-85	1985-86	1986-87
B.	Additional Resource Requirements				
B.1	Personnel				
	Professors @ $30,000 each	$ 60,000	$ 66,000	$ 72,600	$ 79,900
	Two (2) Technical Assistants @ $18,000 per year/each	36,000	39,600	43,600	47,900
	Total personnel	$ 96,000	$105,600	$116,200	$127,800
B.2	Library	17,000	18,700	8,500	8,500
	Est. $17 per volume	(1,000 V)	(1,100 V)	(500 V)	(500 V)
B.3	Equipment	40,000	10,000	10,000	10,000
	(maps, terminals, computer				

	time, data bank, drafting tables)				
B.4	Facilities Two offices and two laboratories	50,000	-0-	-0-	-0-
B.5	Other (Supplies, travel, faculty development)	10,000	10,000	10,000	10,000
C.	Estimated Cost	$213,000	$153,700	$144,700	$156,300

C. Source of Funds
Formula funding and special item funding.

Program Title: BACHELOR OF SCIENCE IN TECHNOLOGY WITH SPECIALIZATION IN PETROLEUM ENGINEERING TECHNOLOGY

A. Projected Number of Students

Year	Number
1984-85	60
1985-86	125
1986-87	175

B. Additional Resource Requirements

		1984-85	1985-86	1986-87
B.1	Personnel Professors @ $30,000 each	$ 30,000	$ 63,000 (1 additional prof.)	$ 69.300
	Two (2) Technicians @ $18,000 each	36,000	39,600	43,600
	Total personnel	$ 66,000	$102,600	$112,900
B.2	Library	17,000 (1,000 V)	20,400 (1,200 V)	20,400 (1,200 V)
B.3	Equipment Replace obsolete equipment, micro computers, core samples, simulation equipment, etc.	60,000	20,000	25,000
B.4	Facilities One (1) Petroleum Technology Lab	40,000	-0-	-0-

B.5 Other (Supplies, travel, etc.)	10,000	10,000	10,000
C. Estimated Cost	$193,000	$153,000	$168,300

D. Source of Funds
Formula funding and special item funding.

Program Title: DOCTOR OF PHARMACY

A. Projected Number of Students

Year	Number
1984-85	12
1985-86	17
1986-87	22

B. Additional Resource Requirements

	1984-85	1985-86	1986-87
B.1 Personnel			
Two (2) Professors @ 32,000 each	$ 64,000	$ 70,400	$112,400 (1 additional faculty member)
Four (4) Teaching Assistants @ $6,600 each	26,400	26,400	28,800
Secretaries @ $16,000 each	16,000 (1 sect'y)	48,000 (3 sect'y)	52,800 (3 sect'y)
Total personnel	$ 106,400	$144,800	$193,600
B.2 Library Books	4,000	6,500	6,800
B.3 Equipment Drug Information Center Equipment, Pharmacokinetics Laboratory, etc.	175,000	30,000	15,000
B.4 Facilities Adequate facilities are available or to be constructed with available funds	N/A	N/A	N/A
B.5 Other (Office supplies, travel, etc.)	5,000	6,000	8,000
C. Estimated Cost	$290,400	$187,300	$223,400

D. Source of Funds
Formula funding and special item funding.

Program Title: MASTER OF PROFESSIONAL ACCOUNTING DEGREE PROGRAM

A. Projected Number of Students

Year	Number
1984-85	20
1985-86	24
1986-87	30

B. Additional Resource Requirements

	1984-85	1985-86	1986-87
B.1 Personnel One (1) Associate Professor @ $43,000	$ 43,000	$ 47,300	$ 52,000
B.2 Library Holdings (Calculated at an average cost of $17 per volume)	34,000 (2,000 V)	42,000 (2,500 V)	51,000 (3,000 V)
B.3 Equipment (Audio-visual equipment, software, data books, etc.)	10,000	10,000	10,000
B.4 Facilities (Existing facilities will be used)	N/A	N/A	N/A
B.5 Other (Travel, supplies, materials, etc.)	5,000	5,000	5,000
C. Estimated Cost	$ 92,000	$104,300	$118,000

D. Source of Funds

All funds are to be secured from formula and special item funding.

These new courses, with the exception of the proposed Master of Professional Accounting Degree, are reserved exclusively to TSU and can be expected to draw students on a nonracial basis because no other program is available.

In the case of accounting, the University of Houston offers the Master of Science in Accountancy, a general degree for accountants. The TSU degree, on the other hand, is designed primarily for preparing students to qualify for examination as Certified Public

Accountants, a specialty for which increasing demand has been noted by business interests in Houston because of greater tax, regulatory and accountability requirements in management. Additionally, the American Institute of Certified Professional Accountants is recommending an increase in credit-hour requirements to qualify applicants to sit for the CPA examination. This could generate additional demand for the TSU program, since Coordinating Board projections already estimate a statewide demand for accountants that is 30% greater than supply.

The Professional Accounting program is being added to other enhancements to the School of Business that have increased its standing in the Houston business community. As a result of special funding from the 1981 legislative session, TSU in 1982 became the first public traditionally black institution in the nation to win accreditation for the Master of Business Administration. This accreditation, together with strengthened faculty and equipment, wider business participation in the school, and the high demand for accountants, combine to make the new program attractive to students on a nonracial basis.

The foregoing projected enrollments in the health science field include strengthening existing allied-health offerings and implementing at least two new degree programs (B.S. in Sports Health and B.S. in Environmental Health), all as part of the organization of a new school. The State is committed to establish, by 1987, a school of health sciences at TSU, thereby enhancing the institution's image as a major supplier of personnel to the nearby Texas Medical Center, one of the world's largest medical complexes.

On the average, each health science program is designed to accommodate up to 35 new students a year. As enrollments accumulate over a four-year period the nine programs have a potential of

generating an enrollment exceeding 650, even with substantial attrition. The projections in the table on page 32 thus are conservatively stated.

Seven health-related programs now in existence will be consolidated in the new school. They are communicative disorders, health administration, medical records administration, medical technology, physical therapy, respiratory therapy and health education. All but communicative disorders and medical technology are exclusive to TSU. In the case of medical technology, however, TSU will have the only fully integrated program, with four years of university-controlled instruction rather than three years at the University of Houston. Seniors at that institution must take their clinical work off campus.

The Coordinating Board is working with TSU as it develops a master plan for health sciences leading up to establishment of the school. Provision is being made for long-range development of programs in addition to the seven existing and two new ones enumerated above. Furthermore, development of new clinical facilities will permit offering fully-integrated four-year programs on the campus, rather than sending students elsewhere to finish their work. This will attract and hold more students to complete the programs.

Expansion of the improved existing programs as well as recruitment of students for the two new programs are the basis of enrollments projected in health sciences on a nonracial basis. The new school of health sciences will be a major magnet for other-race students at the undergraduate level at TSU.

Foreshadowing this development is a $4 million addition to the University's Nabrit Science Center already under construction; part of it will house the new school administration. In addition, a request has

been made for funds to renovate the old part of the building and for additional equipment and faculty development. In the latter stage of this plan, new construction is requested to house the life sciences classrooms, laboratories and research facilities in one complex.

Bringing seven existing and two new health sciences into a single administrative unit that is located for the first time in a center will permit TSU to showcase the School of Health Sciences as a vanguard of the University. This greater visibility will result in growth of the courses that have been administered in three other departments, because of the targeted recruitment, promotion and management improvements that will be brought to bear in this area.

Each of the seven existing programs will undergo curriculum development, acquisition of updated equipment, faculty development and expanded research capability as part of the enhancement process. These plans are being incorporated in the joint TSU-Coordinating Board long-range study already under way.

TSU will seek legislative appropriations to assist in meeting needs of these programs and the new school.

(2) Strengthened Programs

Programs to be strengthened are in high-demand fields. The degree level in five of these fields are exclusive to TSU, and U.H will be denied entry to any of them. The strengthened programs are in areas of business, education and home economics (see p. 32). Demand is evident from periodic studies of supply and demand* made by the Coordinating Board, and the employment opportunities through 1986-87 are described as follows:

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* Postsecondary Educational Supply and Occupational Demand in Texas, Spring 1981. Coordinating Board, Austin, Texas.

General Business (baccalaureate)	Very good
Elementary Education (graduate)	Very Good*
Food and Nutrition (graduate)	Very Good*
Other Home Economics (graduate)	Balanced*

Insurance

Texas Southern University has this program exclusively, and the Coordinating Board has rejected a proposal by University of Houston to enter this field. An advisory committee of insurance practitioners has been organized and a private-sector fundraising effort undertaken to undergird this program. Enhancement plans include addition of two doctoral-level faculty, upgrading the qualifications of another faculty person, revision of curriculum and an increased internship program with insurance companies. With the growing concentration of insurance firms in Houston, this program can attract students on a nonracial basis for employment opportunities in this field.

Consumer Education

TSU's master-level consumer education concentration in home economics education is exclusive. The Coordinating Board denied U.H. entry into this field approximately two years ago. The TSU program is urban-oriented, emphasizing the application of theory to city problems. Enhancement plans include addition of two staff members, additional support for research and the addition of high-technology equipment. A stronger graduate program in consumer education not only will attract master's-level students on

* Some improvement expected.

a nonracial basis, but the research applications also will strengthen undergraduate instruction in this field and make it more attractive.

Foods and Nutrition

TSU has the only master's degree in this field in Houston. The University currently is planning extensive renovation of its Home Management House to support this program and it has the local funds to do it. The Home Management House is a laboratory for practical experience in this program. With TSU's proximity to one of the world's largest concentrations of hospitals in the Texas Medical Center and to many hotels and other institutions, the outlook for placement of graduates is excellent. Strengthening of this graduate degree also will enhance undergraduate instruction, making the area a magnet to students on a nonracial basis. Enhancement plans include additional high-technology equipment, expanded research and the addition of graduate assistants.

Fashion Merchandising

TSU has the only master's degree in this field. The demand for graduates in related occupations such as buyers and fabric testing among employers as diverse as the National Aeronautical and Space and Administration and firms specializing in fabric testing makes the outlook for attracting students on a nonracial basis very good. Enhancement plans include addition of two faculty members, provision for a design area in the home economics building, addition of graduate assistants and a strengthened internship program.

Business Education

The master's degree in this field is exclusive to TSU. The University recently has added $70,000 in word-processing equipment, and other enhancements will be made in equipment and faculty development. This department also offers office management courses, and the combined effect of enhancement should be to bolster both undergraduate and graduate enrollments on a nonracial basis, primarily because of the dynamic growth in offices and corporations headquartered in Houston.

Bilingual Education

The Master of Bilingual Education degree at TSU is unique from the present U.H. Master of Education with concentration in Bilingual Education in that the former prepares supervisors and specialists in this field, whereas the latter meets minimum teacher certification requirements. The master's degree is particularly attractive to teachers who earn additional salary credits.

Although the undergraduate concentration is offered both at the University of Houston and TSU, the critical shortage of teachers for bilingual programs in Houston Independent School District promises a ready market for graduates for the foreseeable future. TSU is already successful in attracting students on a nonracial basis, with approximately 80% of the enrollment in Spring, 1983, as Hispanic and the remainder being black and white. The program has a Mexican-American director and a Mexican-American faculty member and has been successful in attracting federal funding support. A waiting list of more than 100 individuals to enter TSU's program existed for 1983 Summer

session. Enhancement plans include faculty and curriculum development and instructional materials. At the suggestion of the State Department of Education, TSU plans to add a Vietnamese component to its present Spanish bilingual program, and this component will be denied to the University of Houston. This addition will help meet the critical need for teachers to serve Houston's growing Asian population.

Early Childhood Education

The early childhood program at TSU already has attracted individuals on a nonracial basis at the undergraduate level. Its graduates have included both whites and Hispanics and in 1983 the program had 10% nonblack enrollment.

Although it meets the same teacher certification standards as its U.H. counterpart, the TSU program has distinguishing characteristics that make it attractive. These include (1) a dual practicum providing approximately twice as much field experience and a leadership component, (2) a home-school partnership program in which parents participate with their children, (3) a combination of courses to include bilingual education that enhances the marketability of graduates in a city whose predominant minority is Hispanic, and (4) the ability of students to enroll their own children in the course's laboratory. The leadership component is an advanced practicum which qualifies graduates to train others who work with young children in day-care and private programs.

The laboratory, in turn, has recently been outfitted for an expanded program. Additional enhancement through laboratory equipment and research capability will make the program

increasingly attractive to in-service as well as pre-service teachers.

Strengthening this program also will benefit the University's Teaching Young Children program in home economics, a supplier of personnel to day care centers and private schools. The University also is center to a regional Head Start training program that attracts professionals to the campus from several states on a multiracial basis. The ECE program also is a service unit to coursework in law, communicative disorders and home economics in which future practitioners will deal with children. Thus the multiracial staff and students in ECE can have a integrative effect on several other areas of the University. With the acute shortage of teachers of young children--one of six areas of critical shortage in Houston Independent School District--this program can be expected to grow throughout the period of the plan.

(3) Professional Schools

Enhancement and expansion of two of TSU's professional schools are planned to spearhead University-wide efforts to attract students on a nonracial basis. Both of the schools have established reputations for service and placement of graduates in the Houston area, Texas and beyond.

These schools are in the forefront of the University's extensive efforts to increase the enrollment of nonblack students in all areas of instruction. These efforts in 1982 included organization of the University's first recruitment office; employment of a white and an Hispanic recruiter; reorganization of recruitment, student aid and admissions as part of the Student

Services Division; acquisition of automated equipment for admissions processing; acquisition of vans to facilitate field visits; recruitment visits to more than 200 Texas high schools; campus visits by area school superintendents, principals and counselors; and establishment of the President's Scholarships to be awarded annually to area high school seniors on a nonracial basis. In addition to these University-wide efforts, the law and education schools will engage in specific recruitment and enhancement activities as set forth below.

Law

Thurgood Marshall School of Law has a program that is distinctive and different from the University of Houston Law School in important respects. These distinguishing characteristics include a clinical law component, a first-year case analysis and legal writing component, and a first-year tutorial component all designed to assist students needing developmental skills and to give TSU students access to practical experience in the field. This clinical approach is one that has been advocated by the Chief Justice of the U.S. Supreme Court.

The State in 1981 made special appropriations totaling $1,190,305 for increased library acquisitions, clinical program support, faculty development and other enhancements. As a result, the school in 1982 was able to renew its accreditation with the American Bar Association. An enrollment increase from 345 to 388 students has been experienced. The outlook for increased placements is good according to the Coordinating Board's projections on jobs and graduates.

The State is committed to provide the resources necessary to maintain accreditation status, including continued special outlays for library holdings, the clinical program and faculty development. This includes a commitment to provide the resources necessary to increase the size of the law school to 450 so that it could benefit as well as other, larger schools from the present formula for funding these schools, especially in library holdings.

The University also will explore with the State the possibility of modifying the formula to provide more adequately for smaller schools, if it appears that enrollment growth would be detrimental to TSU's unique program elements of clinical experience, individualized help and developmental support of students in the program.

In addition to the Law School's demonstrated ability to attract additional students, it has a multiracial enrollment that in 1982-83 included 11% whites and 9% Hispanics. The enhancement activities described herein will increase the percentage of nonblack students at the law school as it grows.

The Coordinating Board has demonstrated its commitment to monitor development of programs that may be detrimental to the law program at TSU by restricting a recent U.H. proposal for a master's degree in this field to three subdisciplines (taxation, international economic law, and energy and national resources law) thereby reserving other subdisciplines in the event TSU may desire to enter the graduate field in law at a future time. The Coordinating Board will continue in the future to review all University of Houston proposals with these same considerations in mind.

Under this plan, the following specific measures will be undertaken to increase nonblack enrollments in the law school:

- Faculty will be strengthened with the employment of at least two individuals experienced in business and corporate law, thus enhancing the image of the school for students interested in jobs in business.
- The Law School Advisory Board, organized in 1982, will enlarge its activities to include adjunct instruction from major law firms, assistance with placement of law-school graduates and provision of intern experiences for students and faculty.
- Curriculum changes will be activated to strengthen basic courses and preparation for state bar examinations.
- An associate dean and at least three faculty members will be assigned to assist with recruitment of students.
- Recruitment visitations will be made to traditionally white institutions to encourage transfers into the TSU law program, including at least the following:

Public Institutions	Private Institutions
University of Texas at Dallas, San Antonio and El Paso	Trinity University
Texas A&M University	Abilene Christian
Pan American University	St. Mary's
Texas A&I University	McMurry College
Southwest Texas State University	St. Edward's University
North Texas State University	
Sam Houston State University	
Corpus Christi State University	
Lamar University	

- Recruitment publications will be enlarged and improved and distributed widely both in state and out of state.
- Dormitory space will be improved and expanded to accommodate additional law students (a $3.5 million federal loan has been obtained for dormitory expansion).
- Special funding will be used to continue the improvement of faculty and student law library collections.

Continuation of the law school enhancement funding received in the 1982-83 biennium has been requested for 1984-85 and beyond and has been recommended by the Governor.

Education

Building on its established record for attracting nonblacks to graduate and inservice education programs the School of Education will spearhead the University-wide effort to recruit and hold nonblack undergraduates. This process will be reinforced by the critical need for bilingual and elementary teachers already noted and by the Coordinating Board's forecast of an increased demand for secondary teachers during the life of this plan.*

Because TSU over the years has been the largest supplier of educators to the Houston Independent School District (approximately 25% of the district's 10,000 professionals have studied at TSU), the University enjoys an excellent working relationship with the schools. TSU has provided continuing education for virtually all of the principals and many other administrators and specialists in this fifth-largest U.S. school

* Coordinating Board: Texas College and University System, "Postsecondary Supply-Demand in Texas," Spring 1983, p. 36.

system. A majority of these inservice participants have been nonblack.

Additionally, the School has the largest graduate component and only doctoral degree at TSU. At least 10% of the fulltime graduate enrollment was white and 3% Hispanic in 1982-83. The school has a white dean, a white area coordinator (early childhood education), a white department head (administration) and an Hispanic program director (bilingual) among a faculty that is 14% nonblack.

The school thus has a strong multiracial image and network of nonblack ex-students on which to intensify its recruitment of nonblack undergraduates. Furthermore, as the number of nonblack undergraduttes and graduates grows, racial diversity will be encouraged in the many other departments of the University that contribute to teacher education, particularly at the secondary level.

The University in 1982-83 sponsored luncheons for area counselors and principals as a way of enlisting their help in making TSU known to their high-school graduates. As noted above, Presidents Scholarships have been established to attract multiracial students. The University has requested, and the Governor has recommended, special appropriations to expand these efforts.

Another strategy calls for wider involvement of teachers and administrators of predominantly white schools through off-campus offerings convenient to them. Arrangements have been initiated with five school districts for this purpose. This, in turn, will

widen the network of nonblack school officials in a position to refer high-school graduates to TSU.

Undergirding these plans is a special appropriation of $200,000 by the State in 1981 to assist in preparations for new competency standards, to introduce computer-assisted instruction, and to strengthen field-based programs that are distinctive to TSU. As a result the school has nenewed its state and national accreditations and has been commended for aspects of its doctoral program.

Texas Southern's field-based undergraduate program for teacher preparation recently has won praise from accreditation reviewers, and its growing reputation can be expected to draw increasing interest from future teachers on a nonracial basis. This program revolves around a 30 semester-hour block of foundations and methods courses for elementary teachers and 12 to 15 hours for secondary teachers. The blocks are taught off campus, using the public schools as laboratories for the concepts and methods being learned currently these off-campus locations are at Pleasant, Frost, and Gregory-Lincoln Elementary Schools and Stephen F. Austin High School. No comparable program exists at the University of Houston. TSU also has a 16 week student teaching program compared to 8 weeks at U.H. The longer student teaching experience is considered valuable by leaders in the field.

These achievements place the school in a good position to attract students on a nonracial basis as the need for teachers grows in the next five years. According to the Spring 1983

edition of "Postsecondary Educational Supply and Occupational Demand in Texas" (page 36),

> There has been a steady decline in the number of Teacher Education graduates from Texas schools during recent years. This trend is reflected in the number of initial teaching certificates issued each year. For example, in 1978-1979 a total of 4,660 secondary teaching certificates were obtained by graduates of Texas institutions; this number decreased to 4,095 in 1979-1980 and to 3,816 in 1980-1981. There has been an increase in the number of certificates issued to out-of-state teachers, but not enough to prevent an overall decrease in the number of teachers available for employment in Texas. When the expected increased demand for teachers is compared with the expected supply, a probable shortage in a number of teaching fields is evident.

Further, according to this study, employment opportunity for secondary teachers is very good through 1984, with some improvement predicted through 1988-89.

TSU will seek special appropriations from the Legislature to maintain accreditation standards, acquire additional equipment and undertake curriculum and faculty development for the further enhancement of programs in the school.

Specific measures that will be attractive to nonblacks that are to be undertaken in this plan include the following:

- Arrangements will be made with Alief, Klein, LaPorte, Aldine, North Forest and Stafford independent schools districts--all suburban districts--and Houston ISD for off-campus courses to serve the needs of their professional staffs.
- Letters will be sent to 5,000 predominantly white bachelor's degree-level teachers informing them of graduate-study opportunities at TSU to qualify them for new certification requirements and/or promotion.

- A cooperative program whereby TSU will provide the complete staff development services to suburban Fort Bend and Stafford school districts will be initiated.
- Courses to assist teachers in preparing for new school-district and state competency examinations will be organized and offered.
- At least three faculty members will visit area school districts and high schools to recruit students.
- A School of Education alumni association will be organized for increased support of and recruitment for the school.
- Courses to qualify teachers for the field of English as a Second Language will be added to the bilingual program, thus meeting another field of critical need for teachers in Houston and Texas.
- Space for a computer laboratory will be identified an additional hardware will be acquired for its operation.
- An additional faculty member in Special Education will be employed to help meet the need for teachers in that field.

Continuation of resources for these activities has been requested and is recommended by the governor to the Legislature as a part of this plan.

c. Enhancement of Physical Facilities at Texas Southern University

A significant program for the enhancement of physical facilities at Texas Southern University is in the process of being implemented. When this plan was submitted to the Office for Civil Rights in June 1981, Texas Southern University had $11,500,000 available in ad valorem tax funds for physical facilities enhancement. The Legislature in regular session in 1981 appropriated $7,452,078 for physical facilities enhancement at

Texas Southern University. The Legislature in special session in 1982 appropriated an additional $15,790,000 for physical facilities enhancement at Texas Southern University and these funds became available to the institution in November, 1982.

Texas Southern University has completed a mission study and a long range campus facilities master plan. These institutional findings of needs have been compared against a study of the comparability of the physical facilities of Texas Southern University with those of other institutions of generally similar missions. The objective of the comparability study, conducted during 1982 by an objective out-of-state consulting firm (Dober and Associates) was to provide answers to the following questions, among others:

- How adequate are the spaces and other physical facilities which Texas Southern University has available to discharge its mission and programs for its enrollment, as compared to the adequacy of the spaces and other physical facilities of the comparing institutions to discharge their missions and programs for their enrollment?
- What is the condition of Texas Southern University's buildings and other physical facilities as compared to the buildings and other physical facilities at the comparing institutions?
- What new facilities and building renovation and repair projects would be required to make Texas Southern University's physical facilities comparable in quantity, kind and condition to those of the comparing institutions, and at what cost?

Comparing institutions are the following:

Lamar University
Sam Houston State University
Southwest Texas State University
Stephen F. Austin State University
Texas A&I University
Tarleton State University

There are no institutions in the Texas public higher education system that are strictly comparable to Texas Southern University.

The above institutions were selected for purposes of comparing the needs of Texas Southern University on the basis of measures which the Coordinating Board employs in the consideration of requests by institutions for additional space per student. These institutions are sufficiently similar in terms of level of programs, mix of programs, the extent of their graduate programs and the extent of their research activity to enable the Coordinating Board staff to conclude that each has a need for 100 square feet per full time student equivalent. While the enrollments of these institutions vary considerably, they are sufficiently similar in mission in the state to justify their use as comparing institutions.

The above mentioned Campus Master Plan has been approved by the Texas Southern University Board of Regents and filed with the Coordinating Board. The plan draws upon data from the comparability study conducted by Dober and Associates, Coordinating Board staff analyses of need and from project costs estimated by architectural and engineering consultants and a program of physical facilities enhancement has been developed.

As of January 1983, the current and projected physical facilities enhancement program for Texas Southern University, expressed in terms of current dollars, is outlined below.

I. Projects funded out of the $11.5 million in ad valorem tax funds available to Texas Southern University in 1982

General Services Building	$3,611,700	
Basement, Education Building	400,000	
Science Building Addition	3,500,000	
Multipurpose Tennis Courts	394,000	
Land Acquisition	2,290,182	
Athletic Field I	1,444,000	
Presidential Residence	90,000	$11,729,882

II. Repair and Rehabilitation Projects to be funded from the $7,452,098 appropriated by the Legislature to Texas Southern University in 1981

Adams Hall	$ 580,341	
Art Building	63,895	
Drainage & Improvements	339,672	
Fairchild Gym	43,784	
Gray Hall	1,858,971	
Hannah Hall	1,058,394	
Hannah Hall Auditorium	246,312	
Interior Campus	2,673,210	
M.L. King Center	87,800	
Student Services Building	335,761	
Warehouse Building	163,938	$ 7,452,078

III. New Construction Projects to be Funded out of the $15,790,000 Appropriated by the Legislature to Texas Southern University in the Special Session of 1982

Central Plant	$ 5,600,000	
School of Technology Bldg.	8,600,000	
Roof Repair, Plumbing & Tunnel	1,590,000	$15,790,000

IV. Project Funding Requests Before the 1983 Legislature

New Construction Projects	CB Rec.	LBB Rec.	Cost	
Health & PE Bldg. ($1.5 million from nonstate sources)	Yes	No	$12,500,000	
Library (Phase I)	Yes	No	5,000,000	$17,500,000

Major Repair and Rehabilitation Projects				
Renovate Adams Hall	Yes	No	$ 1,701,627	
Renovate Fairchild Building	Yes	Yes	2,656,930	
Renovate Science Building	Yes	Yes	4,814,334	
Renovate Central Plant	Yes	Yes	3,571,146	
Renovate Library Building	Yes	Yes	1,400,957	
Renovate Underground Utilities	No	Yes	1,265,789	$15,410,783

V. Project Funding Requests Projected for Future Bienniums (in 1982 dollars)

New Construction Projects	CB Action	LBB Rec.	Cost	
Library (Phase II)	Deferred	No	$ 6,500,000	
Health Science Classroom Facility	*	*	10,000,000	
Business/Law/ Public Affairs Complex	Deferred	*	4,000,000	
Cultural/Performing Arts Center	*	*	10,500,000	
Urban Services & Infant/Parent Complex	*	*	754,790	
Music/Art	Deferred	*	1,000,000	$32,754,790

* Not yet submitted to the Coordinating Board or Legislative Budget Board.

Major Repair and Rehabilitation Projects

Project	CB Action	LBB Action	Cost	
Roof Repairs (1988)	*	*	$ 300,000	
Roof Repairs (1990)	*	*	100,000	
Home Management Building	*	*	80,000	
Handicapped Facilities	*	*	294,000	
Renovate Hannah Hall	**	*	4,041,042	
Renovate Business Building	*	*	665,139	
Renovate School of Law Building	*	*	684,911	
Renovate Home Ec Building	*	*	355,148	
Install Automated Flow BTU System	**	*	2,088,149	
Perform Energy Audit	*	*	193,154	
Renovate Education Building	*	*	746,476	
Renovate Student Services Building	**	*	1,572,194	
Renovate Auto Mechanics Shop	*	*	388,460	
Renovate Industrial Education	*	*	413,645	
Additional MRR (1987)	*	*	500,000	
Additional MRR (1988)	*	*	500,000	
Renovate MLK Building	*	*	772,288	
Renovate Music Building	*	*	589,991	
Additional MRR (1989)	*	*	500,000	
Underground Utilities & Tunnel	*	*	3,881,000	
Child Development Lab	*	*	50,000	
Renovate Art Building	**	*	1,643,607	
Renovate Hannah Hall Auditorium	**	*	1,795,219	
Interior Campus Rehab (Sprinklers)	**	*	1,827,131	
Land Acquisition	*	*	7,500,000	
Capital Equipment	*	*	3,000,000	$ 34,481,554
	Grand Total			$134,119,087

* Not yet submitted to the Coordinating Board or Legislative Budget Board.

** Not high enough on priority list for current funding.

Texas Southern University estimated its total enhancement needs to be over $200 million in the TSU Mission Study cited earlier.

The University estimates that the minimum State support in special appropriations required above formula funding to implement this plan during the 1984-85 biennium is $35,900,000, as follows:

Physical Education Building		$11,000,000*
Library Addition, Phase I		5,000,000*
Major Repairs and Renovation		13,700,000
Special Items		5,700,000
Program startup	1,200,000	
Strengthening existing programs, including equipment, fiscal management, and security	2,500,000	
Recruitment, tutoring, counseling, etc.	2,000,000	
Faculty Salary Adjustment		500,000
		$35,900,000

The Coordinating Board has given high priority to the new construction and major repairs and renovation items above. The Special Items are needed to support programs and facilities improvements to attract students on a nonracial basis. Concerning future funding for facilities at TSU from the proposed new

* It appears that due to revenue reductions, no new construction will be funded. However, the Governor will recommend to the Legislature that if any new construction in higher education is funded in this or a later biennium, these TSU projects will be at the top of the list and funded first. Further, the Governor is committed to the objective that Texas Southern University receive the necessary funds to accomplish its priority building projects by the end of the five years of the plan. The Governor has strongly supported the creation of the new dedicated fund for construction.

dedicated fund, the Governor will recommend to the Legislature that when the formula for distributing funds is developed special consideration and weighting be given to age and condition of buildings in order to favor TSU in the allocation system.

The Governor has made these special appropriations requests for TSU a high priority in his 1984-85 biennium budget proposals for higher education. The Governor will recommend to the Conference Committee on Appropriations 1984-85 funding for the new construction, Major Repairs and Rehabilitation items, and Special Items as set out above. (At the time of preparing this plan, the appropriations process was on the floor of both houses and adjustments will have to be made in the Conference Committee.)

Drawing upon the figures on facilities needs in the preceding pages, the funds needed for Texas Southern University during the 1986-87 and 1988-89 bienniums to bring TSU facilities up to the standard of comparable institutions and to enhance programs are as follows:

Facilities to Bring TSU Campus Up to Standard

	1982 Costs
Library Phase II Construction	$ 6,500,000
Health Science Building	10,000,000
Business/Law/Public Affairs Building	4,000,000
Major Repairs and Renovation	34,481,554
Land Acquisition	7,500,000
Capital Equipment	3,000,000
Total	$65,481,554

For the 1986-87 and 1988-89 bienniums, the Governor is committed to request funds above the formula generated funds for TSU for the purpose of removing such deficiencies as may exist in facilities and salaries and for the purpose of implementing new programs and strengthening existing program areas and recruiting, scholarships, and counseling.

d. Priority Consideration for Placing New Programs at Texas Southern University

Priority consideration will be given to placing at Texas Southern University any new undergraduate, graduate or professional degree programs or courses of study consistent with its mission which may be proposed by that institution. The Coordinating Board also will consider the possible impact upon Texas Southern University of programs proposed by other institutions, and will deny such proposals when the results of placing the program at the TWI would thwart the objectives of this plan. Such action was taken recently in connection with two proposals from The University of Houston System, a proposed Master of Arts degree in Human Development and Consumer Sciences (a similar program exists at Texas Southern University) and a proposed Bachelor of Science degree in Business and Commerce with a major in Insurance (a similar program exists in part at Texas Southern University or can be expanded to serve the need identified). The human development program was denied by the Coordinating Board, and the insurance program was deferred indefinitely.

3. Specification of Timetables for Sequential Implementation

The State's implementation of Item 2 above will be in three phases. Phase I incorporates the objectives outlined for strengthening educational programs, the Special Study, and Repair and Rehabilitation as described above in the 1982-83 biennium. In Phase II, the 1984-85 biennium, the recommendations growing out of the Study and for new and enhanced programs will be submitted for funding and implementation. In Phase III, 1986 and beyond, uncompleted major campus development and program implementation from the previous biennium will be implemented should the earlier efforts be insufficient. The plan is intended to be fully implemented, however, no later than the close of the fifth year after acceptance by the Department. Major portions of these plans and commitments are already underway as of May, 1983.

4. Commitment of the State and its Appropriate Officials

The Governor, the Legislature and the Coordinating Board will employ effective measures to accomplish the goals and objectives set out above. Drawing upon experience, the State will take appropriate action to assure that commitments are met.

The following statement by Governor William P. Clements, Jr. on commitments to Texas Southern University accreditation serves to further reinforce the state's overall commitment to the enhancement of Texas Southern University.

> During a special session of the Legislature in August, 1981, I requested $1,400,000 in additional funds beyond the $11.9 million above the formula-generated appropriation in the regular 1981 session for Texas Southern University in order to address problems of accreditation in Law, Pharmacy, Business and Education. These funds rectified problems and resulted in accreditation being renewed or granted in Pharmacy, Business

and Education, and made possible such enhancement of the law school that its continued accreditation is expected soon.

I, as Governor, state that it is our intent to provide funding necessary to maintain accreditation of the Texas Southern University Law School in accordance with the accreditation standards applied to all other Texas public law schools. In connection with the library holdings at the Texas Southern University Law School, we will support appropriations above the formula as needed for accreditation until the school reaches 650 students or sufficient size to be supportable under the formula, as are all other public law schools in Texas.

Governor Mark White fully affirms the above commitments.

C. Enhancement of Prairie View A&M University

1. Introduction

The Texas Legislature defined the mission of Prairie View A&M University in 1981 as follows:

> Prairie View A&M University is a statewide general purpose institution of higher education and is a land-grant institution. Further, Prairie View A&M University is a statewide special purpose institution of higher education for instruction, research and public service programs which are dedicated to: (1) enabling students with latent aptitudes, talents and abilities and of diverse economic, ethnic and cultural backgrounds to realize their full potential; (2) assisting small and medium-sized communities to achieve their optimal growth and development; and (3) assisting small and medium-sized agricultural, business and industrial enterprises to manage their growth and development effectively.

State policy shall continue to assure that improvements will be made as necessary to permit Prairie View A&M University to fulfill its defined mission. Where appropriate, such improvements will extend to physical plant and equipment, quality and range of program offerings, number and quality of faculty, student services

and student financial aid. Further, Prairie View A&M University will have resources which are at least comparable to those at traditionally white institutions.

In regard to faculty salaries at Prairie View A&M University, the Texas A&M University Board of Regents directed Chancellor Frank W. R. Hubert on June 11, 1982, to conduct a comparative study of Prairie View A&M University faculty salaries and committed itself to rectify any inequities revealed by the study. The minute order which contained this assignment and commitment is as follows:

> The Chancellor of The Texas A&M University System is directed to conduct a study to discover any inequities which may exist between Prairie View faculty salaries and faculty salaries at comparable institutions in the state and to identify any such equity problems by November 1, 1982. If inequities are found to exist, the Board of Regents will take necessary actions to rectify the inequities during the five-year life of the Texas Equal Educational Opportunity Plan for Higher Education.

On May 31, Chancellor Hubert informed The Texas A&M University Board of Regents of the specifications for the salary study. His memorandum follows:

May 31, 1982

MEMORANDUM NO. BR 82-72

TO: Members, Board of Regents
The Texas A&M University System

SUBJECT: Proposal to Study Faculty Salaries at
Prairie View A&M University

In a letter dated April 26, 1982, and addressed to Chairman H. R. Bright (attached), Tom Rhodes, Chairman of the Governor's Special Committee for Equal Educational Opportunity, forwarded a request from the

Office for Civil Rights that The Texas A&M University System Board of Regents pledge to conduct a study of faculty salaries at Prairie View. The Board of Regents was further requested to make a commitment by November 1, 1982, that if any inequities are identified by the study they will be rectified during the 5-year period covered by the Texas Equal Educational Opportunity Plan submitted to the Department of Education in June 1981.

In order to comply with this request, I propose that a study be undertaken to include analysis of the following data for Prairie View A&M University:

1) The number of individuals paid either wholly or primarily from faculty salaries, who have major administrative or coaching assignments.

2) The number of faculty employed on 9-month, 10½-month, or 12-month appointments, relative to comparable institutions.

3) The specific nature of summer work assignments for faculty on 10½-month and 12-month appointments.

4) Faculty qualifications as indicated by a current resume to include:

a) Current teaching fields;
b) All earned degrees, to include year, fields and granting institutions;
c) Years teaching at Prairie View and other institutions;
d) Academic ranks held, as well as number of years in each rank and institution where rank held;
e) Publications in refereed journals in the appropriate field of study.

5) Comparable salaries, by field and rank, of faculty with similar credentials at comparable institutions.

6) Level of staffing, by field of study, at Prairie View, relative to the number of semester credit hours and state subvention produced in each field.

7) Distribution of workload assignments for faculty, including both regular classroom teaching assignments and other professional assignments such as counseling and committee assignments.

The proposed study will be directed by Dr. Don Hellriegel, Interim Executive Vice Chancellor for

Programs, with the assistance of appropriate staff members of both the System offices and Prairie View. Findings of the study will be presented to the Board of Regents at its September 1982 meeting. If discrepancies are found in comparisons of faculty salaries between Prairie View and other comparable institutions, a recommended set of actions to correct the discrepancies will also be presented to the Board for discussion and approval.

Frank W. R. Hubert
Chancellor

Attachment

xc: Robert G. Cherry

The comparing institutions used in the study are:

Lamar University
Sam Houston State University
Southwest Texas State University
Stephen F. Austin State University
Texas A&I University
Tarleton State University

There are no institutions in the Texas public higher education system which are strictly similar or comparable to Prairie View A&M University. However, the above institutions have sufficient characteristics in common with Prairie View to justify their use as comparing institutions. All of these institutions are primarily regional in their service areas and missions and are all classified as II-A level institutions by AAUP.

The faculty salary study has been completed and has revealed differences in salary levels at Prairie View A&M University and comparing institutions. The new PVA&M president and the new chancellor of the Texas A&M University System have efforts underway (1) to correct disparities where they reflect inequities, (2) to correct differences where they result from management inefficiencies or uneven

allocation of funds, (3) to reallocate workloads and thereby reallocate salaries, (4) to attract more highly qualified new faculty members with higher salaries, and (5) to take other steps to raise average faculty salaries generally and by rank.

Comparative Faculty Salaries, 1981-82

Rank	PVAMU Average	Comparative Inst. Average	Diff.	PVAMU FTE	Total Difference
Professor	$27,123	$30,702	3,579	25.72	$ 92,051.88
Assoc. Prof.	22,350	25,702	3,352	46.40	155,532.80
Asst. Prof.	20,386	21,420	1,034	75.73	78,304.82
Instructor	17,824	15,430	-2,394	86.37	(206,769.78)
				TOTAL	$119,119.72

Texas is committed to eliminating disparities in faculty salaries at Prairie View A&M University. The average faculty salaries at Prairie View A&M University will be not less than that of the average of the six institutions against which Prairie View A&M was compared in the faculty salary study by the end of the plan and the disparity will be reduced by one half three years from the acceptance of this plan.

2. Steps to be Taken to Strengthen the Role of Prairie View A&M University

On April 20, 1981, Dr. Frank W. R. Hubert, Chancellor of the Texas A&M University, wrote to Mr. Tom B. Rhodes, Chairman of the Governor's Special Committee as follows:

As you requested in your April 8 letter, I am forwarding copies of the "Prairie View A&M University Enhancement Plans" for your review and consideration in the development of a state plan.

The plan includes strengthening and enhancement of existing and new: (a) academic programs, (b) research programs, (c) public service programs and (d) financial support.

The following principles guided the development of an enhancement plan for Prairie View A&M University:

(1) The mission of the university was defined on a basis other than race.

(2) The plan includes improvement in facilities, quality and range of programs, degree offerings, student assistance and other resources to make the university comparable to other similar universities.

(3) The plan avoids educationally unnecessary program duplication with other institutions in close proximity.

(4) The plan provides for improvement and expansion of resources at the university consistent with its mission.

(5) The plan projects an enhancement program which assures that students will be attracted to the university solely on the basis of the quality of the educational programs and opportunities for individual growth and development.

(6) The plan allows for priority consideration to placing new undergraduate, graduate or professional degree programs (including high-demand programs), courses of study, etc., which may be proposed at the university and which are consistent with its mission.

(7) Wherever a program area is accreditable by a recognized accrediting body, accreditation will be sought by Prairie View A&M University and the Texas A&M University System administration.

(8) The plan provides for specific goals to be achieved and timetables for review within a five-year period.

Of special note in reference to the enhancement of Prairie View A&M University are the special appropriations made by the 1981 Legislature in the amount of $11.5 million above the formula-generated budget. Of that amount, $2.4 million is for educational programs, as set out below:

Student Nurse Stipends	$ 442,800
Library Facilities for Nursing Students	29,000
Counseling Services	273,340
Data Processing Equipment	161,420
Equipment for Undergraduate Instruction	400,000
Library Books	480,000
Energy and Plant Maintenance Study	250,000
Scholarships	212,400
Recruitment and Scholarships for Non-Black Students	212,400
Total	$2,461,360

a. Academic Programs to Strengthen Prairie View A&M University

It is adopted as a goal of this plan that by the conclusion of the fifth year of the plan, Prairie View A&M University will enroll at least 25 percent of its student body in high demand or unduplicated degree programs, including programs to be selected from those listed on page 74. This list contains several new degree programs, at least six of which will be approved and offered by PV by the fifth year of the plan. Texas A&M University will not add any of these programs to its curricula during the life of the plan. The dates indicate the schedule for implementation (September).

Computer Science	B.S.	(1983)
Computer Engineering Technology	B.S.	(1983)
Animal Science	M.S.	(1984)
Electrical Engineering Technology	B.S.	(1984)
Mechanical Engineering Technology	B.S.	(1985)
Science & Mathematics Education	M.S.	(1985)
Health Sciences	B.S.	
Nursing	M.S.	
Animal Science	Ph.D.	
Science and Mathematics Education	Ph.D/Ed.D.	

Existing professional programs at Prairie View A&M University, namely, Home Economics, Nursing, and Social Work will be enhanced. These measures will contribute significantly to the goal of enrolling 25 percent of the student body in high demand or unduplicated programs by the fifth year of the plan.

At least two of these programs will be implemented during the 1983-84 academic year, two in 1984-85, and two in 1985-86. In the event that any of these programs are discontinued during the life of the plan, an alternative new degree program shall be substituted for it, so that PV's ability to attract additional students will not be diminished.

Listed below are the six new programs as presently planned by the school and the areas to be strengthened during the life of this plan. The numbers of enrollments shown are projected for the fifth year of the plan.

PRAIRIE VIEW A&M UNIVERSITY

Category	Program	Estimated Number-Before Fifth Year of Plan	
New Programs	Create a College of Engineering Technology	---	
	B.S., Computer Science	170	
	B.S., Computer Engr. Tech.	125	
	B.S., Elec. Engr. Tech.	103	
	B.S., Mech. Engr. Tech	103	
	M.S. in Mathematics and Science Education	90	
	M.S. in Animal Science	40	
	Subtotal	631	
Strengthened Programs	Home Economics	199	
	Nursing	340	
	Social Work	126	
	Subtotal	665	
	GRAND TOTAL	1,296	(Exceeds 25% Commitment)

Note on Calculations:

Projected Enrollment 5th Year: 4,855; 25% is 1,214

The pages immediately following contain the following information for each of the six new programs:

- Estimates of the projected number of students majoring in the programs for each year through 1986-87;
- Estimates of the additional personnel, library holdings, equipment, and facilities needed to implement the program; and
- The estimated cost of each new program and the source(s) of these funds.
- For those programs that are offered currently by Texas A&M University, an explanation of why the program at Prairie View

A&M University is expected to attract the number of students projected on a nonracial basis.

Steps have already been taken in regard to strengthening existing professional programs and adding new programs. Prairie View A&M University was authorized by the Coordinating Board in 1982 to offer the degree Master of Science in Engineering, the B.S. in Industrial Engineering and the B.S. in Chemical Engineering. The Texas A&M University System Board of Regents has approved new facilities for the College of Education. An M.S. program in Environmental Toxicology was also approved by the Coordinating Board in 1982. By the improvement in existing professional programs, adding programs, the improvement of existing facilities, equipment and library holdings, and the addition of new such resources, Prairie View A&M University will be strengthened academically and in its capacity to attract other-race students. The three new programs listed above have only just begun and it is still too early to measure their effectiveness in attracting whites.

The new and enhanced programs mentioned above will strengthen Prairie View A&M University and will attract more white students to that institution for the following reasons:

1. Programs will be accompanied by facilities improvements and campus attractiveness.
2. The programs will attract employers and users of the faculty expertise in the new and strengthened areas. That is, the programs will reach out into the community in ways other than instruction, including research, consulting, public

service, etc. This in turn will give exposure resulting in attracting new students from the entire community.

3. New and strengthened programs in nursing will tie to the country's largest medical center located in Houston. This exposure has and will attract more nonminority students.
4. The increases in whites on this campus due to new and strengthened programs will result in attracting more whites to other fields as well.
5. As the quality of graduates from new and strengthened programs becomes apparent in the market place and the workplace, whites who may not earlier have considered studying at this institution will have increased reason to consider it as equivalent to traditionally white institutions.

More specific explanation of improvements, data on demand for the proposed programs, and why the programs will attract more white students are included in each of the descriptions of new degree programs and areas to be strengthened set out below.

Prairie View A&M University's most effective strategy in attracting white students in the near term future will be by focusing on a commuting student and graduate student audience in the northwest sector of the metropolitan Houston area. Therefore, it is important for Prairie View A&M University to initiate and strengthen academic programs that are in high demand and that will, by their location near the northwest Houston service area (defined as the area between I-10, and I-45, outside the city limits of Houston and surrounding rural areas), be convenient to a commuting student audience (see map following). Prairie View A&M University will offer the six programs

described below, as they are approved and implemented, at times convenient to the audience served in that geographic area. Prairie View A&M University will undertake annual visits to high schools in this geographic area of recruitment set aside as its service area to attract graduates to the Prairie View A&M main campus. During the life of the plan the Coordinating Board will restrict other state universities from offering any programs in this geographic area that would substantially duplicate any of the six programs described below, or the three program areas being strengthened, that is, Social Work, Nursing, and Home Economics.

To clarify the Prairie View A&M plans and the state commitment to assist the school in attracting white students, this is what will be done: The state has in effect, carved out the area described above as a geographic area exclusively set aside for Prairie View as a service area and as a recruitment area based on relative convenience for students for programs in this plan. In terms of commuting time the population west and northwest of Houston outside the city is closer to Prairie View A&M than it is to the University of Houston. This is due not only to shorter distances in some cases, but in others to the extremely heavy traffic in Houston and the fact that commuters to Prairie View A&M travel against the traffic flow at peak loads. By prohibiting duplication of course offerings in this area, the state will facilitate Prairie View's recruitment.

Listed below are the independent school districts in the prescribed service area and the number of high schools in each district.

School District	No. of High Schools
Aldine	3
Cy-Fair	3
Houston ISD	6
Magnolia ISD	1
Montgomery ISD	1
Spring ISD	2
Waller ISD	1
Hempstead ISD	1
Katy ISD	2
Klein ISD	3
Spring Branch ISD	6
Tomball ISD	1
Alief ISD	4

I-45
PRAIRIE VIEW
I-10
Houston
City Limit
LEGEND
GENERAL HIGHWAY MAP
HARRIS COUNTY
TEXAS
1979

Bachelor of Science
Computer Science*

Introduction

The proposed Bachelor of Science degree in Computer Science is duplicated as a degree offering at Texas A&M University and the University of Houston; however, the curriculum design and make-up of the Prairie View A&M University program is unique. This uniqueness is reflected in the requirement of all majors to take nine semester hours of instruction in the hardware design of computers. The curriculum is integrated with the new Computer Engineering Technology Program. Graduates from this computer science program will be able to obtain employment in the technical sales area of computers as well as programmers and system analysts.

Prairie View A&M University has already committed in September 1982 a significant amount of equipment funds in the amount of $120,000 to establish a modern updated thirty station microcomputer laboratory for instruction in computer science. The attractiveness of the program to white students is already evident as twelve out of thirty students pursuing the present option of computer science in mathematics are white students. This is a forty percent white enrollment.

The Computer Science program will be housed in facilities with the proposed Computer Engineering Technology Program, thereby providing additional opportunities for cross-fertilization and uniqueness. These facilities have already been funded and plans are being made for completion.

According to the October 21, 1981, Chronicle of Higher Education as

* Estimates of formula costs contained in this document will necessarily be caused to change when the formulas themselves are changed.

excerpted from the Bureau of Labor Statistics, the demand for computer specialists is expected to be 89.8% higher over the 1978 needs in the year 1990.

Funding for the initiation of this program has been requested from the 1983 State Legislature to initiate the program in September, 1983, and with the restrictions placed by the Coordinating Board on other state universities offering this program in the Prairie View service area, white students will be attracted to the program.

Program Description

The proposed program, Bachelor of Science in Computer Science, will be designed to meet the needs of the computer industry by producing computer programmers with skills in computer languages such as COBOL, Fortran, BASIC, and PL/1 and by providing skills in system analysis, system design, computer technology, programming and computer hardware design and hardware operations.

Program Information

... Estimate the projected number of students majoring in the program for each year through 1986-87.

The number of students majoring in the program is projected as follows:

1983-84	1984-85	1985-86	1986-87
60	100	150	170

... Estimate the additional personnel, library holdings, equipment, and facilities needed to implement the program.

Three additional faculty members will be needed to implement the program with two being added during the first year and one during the third year.

Library holdings will be increased, as needed, to support the program. Holdings accumulated for the Computer Science option in the Department of Mathematics are deemed to be adequate currently.

Adequate facilities are available to implement the program immediately.

... Estimate the cost for the computer science program and identify the funds.

The estimated cost for the new program is as follows:

Category	1983-1984	1984-85	1985-86	1986-87
Faculty Salaries, 2 persons @ $36,000/ 9 months	$ 72,000	$ 77,040	$111,430	$119,220
DOE	30,000	35,000	40,000	45,000
Library	6,000	6,420	6,870	7,350
Equipment	175,000	25,000	35,000	45,000
Total	$283,000	$143,460	$193,300	$216,570

The estimated source of operating funds from state appropriations for 1985 and beyond may be obtained using the following 1985 based formulas: Faculty Salaries, $87.40; Departmental Operating, $26.09; Library $5.71. Formulas are currently under revision and income produced will vary as the formula is change.

The figures below are computed on the average student taking nine semester hours of Computer Science:

	1985-86	1986-87
	2x150x9x$119.20	2x170x9x$119.20
TOTAL	$321,840	$364,752

A special request has been made by the Governor to the 68th Regular Session of the Texas Legislature to support initiating this program during the 1983-84 and 1984-85 school year. Other funds may be obtained from federal and private sources.

... For those programs that are offered currently by Texas A&M University, an explanation of why the program at Prairie View A&M University is expected to attract the number of students projected on a nonracial basis.

The existing computer science option in the mathematics department already attracts students on a nonracial basis. Forty percent (12 of 30 students) are white. The proximity of Prairie View A&M University to the northwest suburbs of Houston, a large industrial center, provides the opportunity for students to easily commute to Prairie View to pursue a degree in Computer Science. Such commuting to TAMU is not likely or expected. The restriction placed by the Coordinating Board restricting other universities from offering this program in the northwest Houston suburbs will help attract students regardless of race.

Bachelor of Science
Computer Engineering Technology

Introduction

The proposed Bachelor of Science degree in Computer Engineering Technology is unique in the state of Texas. In fact, it is one of the few programs of its kind in the United States.

The proposed program also has a unique feature in its requirement that majors in the program must take at least nine semester hours of computer science (software development).

The demand for computer engineering technologists, as reflected in the Bureau of Labor Statistics cited in the Chronicle of Higher Education, October 21, 1981, is expected to increase by 89.9% for computer specialists over the 1978 needs for the year 1990.

This proposed program will be housed in a new facility and equipment will be the most modern available for such a program. In addition, start-up funds have been requested by the Governor from the 68th Regular Session of the Texas Legislature for initiating the program in September, 1983.

Program Description

The proposed program in Computer Engineering Technology will be designed to provide a basic understanding of digital computer technology. Major emphasis will be placed on computer hardware, including both minicomputers and microprocessors.

The emphasis in the program will be less theoretical than engineering and oriented toward applications. The curriculum will include circuit analysis with emphasis on linear and digital integrated circuits, semiconductor and discrete devices, the logic families and medium and large-scale integration devices.

The program will be directed toward preparing graduates for specific functions in the computer industry and the computer-related industries.

The graduate will function as a member of the engineering team in coordinated efforts relating to the design, development, manufacture, production process of computer products and systems.

Program Information

... Estimate the projected number of students majoring in the program for each year through 1986-87.

The projected number of students majoring in the program for each year through 1986 is given in Table I.

Table I

Projected Enrollment in Proposed Degree Program

Program Area	Enrollment by Years			
	1983-84	1984-85	1985-86	1986-87
Computer Technology	40	78	103	125

... Estimate the additional personnel, library holdings, equipment and facilities needed to implement the program.

The additional personnel which will be needed to implement the program is as follows:

Table II

Projected Faculty Needs

Academic Year	Number Required
1983-84	2
1984-85	1
1985-86	1
1986-87	1
Total	5

Prairie View A&M University proposes to establish a single administrative unit; namely, College of Engineering Technology, in which each baccalaureate degree program area shall be housed. This will require the need for administrative and support personnel in addition to the faculty complement.

Library Holdings

During the first four years there will be a need for securing additional library holdings of primary resource materials, including books, periodicals and transactions. The projected number of additional library holdings needed is 1,944 volumes over this four-year period. This is based on the Clapp-Jordan formula of 12 volumes per undergraduate student and an additional 12 volumes for each student who may have honor roll status.

Equipment and Facilities

To implement and develop the program and to maintain a high level quality of instruction, additional space will be needed, consisting of:

1.	Faculty Offices	600 Sq.Ft.
2.	Laboratories for Instruction, (4 laboratories of 1,200 sq.ft. each)	4,800 Sq.Ft.
3.	Equipment Storage	500 Sq.Ft.
4.	General Storage	200 Sq.Ft.
	Total Assignable Areas	6,100 Sq.Ft.
	Gross Area	9,750 Sq.Ft.

5. Special equipment will be needed to implement the program. This shall include equipment and furnishings for laboratory instruction and furnishings for faculty offices. The estimated cost for furnishings and equipment for the additional facilities which will be needed are as follows:

a. Estimated Cost of Facility.....	$1,489,200*
b. Estimated Cost of Equipment.....	$ 396,000*
Total Estimated Cost	$1,885,200**

* Based on TAMUS Construction Estimating Guidelines, Dated 04-01-82.

** Funds will be derived from the Permanent University Fund, the Skiles Fund and Student Revenue Board Fees.

... The estimated cost for each program and the source(s) for these funds.

The estimated cost for the program is as follows:

Table III

Projected Operating Costs of Proposed Program
1983-1987

Category	1983-84	1984-85	1985-86	1986-87
Faculty Salaries, 2 persons, $26,760/9month	$ 53,520	$ 81,153	$105,003	$132,003
Department Operating Expense	9,800	11,000	14,250	19,300
Library	9,100	12,800	12,800	12,800
Capital Outlay	-0-	-0-	-0-	-0-
Total	$ 72,420	$104,953	$132,053	$164,103

The source(s) of financial support for the program shall be derived from (1) State of Texas appropriation which is allocated to the University for its operation. These funds are determined by "formula" based on Student Credit Hours (SCH) generated and by "headcount" of students enrolled in the program.

A special request has been made to the 68th Regular Session of the Texas Legislature to support initiating this program.

The estimate of projected earnings based on "Formula generation" for 1985 and beyond is given in Table IV.

Table IV

Estimate of Projected Formula Earnings*

Category	Estimated Cost Per Year	
	1985-86	1986-87
Faculty Salaries,	$101,711.00	$157,883.36
Department Operating Expense	20,192.00	28,910.90
Library	8,384.00	11,999.60
Capital Outlay	-0-	-0-
Total	$130,287.00	$198,793.76

... For those programs that are offered currently by Texas A&M University, an explanation of why the program at Prairie View A&M University is expected to attract the number of students projected on a nonracial basis.

The proposed program in Computer Engineering Technology is not being offered by Texas A&M University and is indeed unique in the State of Texas. The tremendous expansion in the computer and computer-related industries, coupled with the increased application of computer technology to all aspects of engineering and industrial development as well as the consumer and consumer-oriented industries has created an extremely high demand for technical personnel to serve these industries. The University is strategically located in the Gulf Coast region of the State. This region is experiencing high population

* Formulas are currently under revision and earnings will vary as the formulas are changed.

growth as well as a heavy expansion in manufacturing and high technology. During the life of the program, the Coordinating Board will not allow the initialization of any similar program at Texas A&M or in the Houston area. The implementation of this program will enhance the opportunity of the University to attract students on a nonracial basis.

Bachelor of Science
Electrical Engineering Technology

Introduction

The proposed Bachelor of Science in Electrical Engineering Technology degree program at Prairie View A&M University is not duplicated as a degree program at Texas A&M University. There exists an option in electronics under the degree Bachelor of Science in Engineering Technology at Texas A&M. In addition, Texas A&M University is reorganizing its technology program and proposes not to offer electrical engineering technology as an option. Electrical Engineering Technology differs from electronics in that it covers all electrical phenomena including power systems, distribution, and other areas not included in electronics. This situation provides the nonduplication of electrical engineering technology at Texas A&M University.

The planned reorganization of the Engineering Technology program at Texas A&M Universtiy was approved by the President and Academic Council on April 22, 1963. This program has been submitted to Vice Chancellor for Academic Programs of Texas A&M University System for review and submission to Board of Regents for ultimate submission to the Coordinating Board.

The reorganized Technology Department at Texas A&M University will have the following components: 101

1) One Bachelor of Science degree program in Engineering Technology with options in Electronics, Manufacturing, and Mechanical.

2) One Bachelor of Science degree program in Industrial Distribution

3) Programs to be deleted at Texas A&M University are BS and MS in Industrial Technology.

The Electrical Engineering Technology program at Prairie View A&M will be designed and developed for immediate accreditation by the Accreditation Board for Engineering and Technology and will have a flexibility to allow for career diversification into such areas as product analysis and development, process management, and technical sales and services.

The demand for electrical engineering technology graduates through the year 1990 is expected to be 45.4% over the 1978 needs as cited from the Bureau of Labor Statistics in the October 21, 1981, issue of the Chronicle of Higher Education.

As cited above, Prairie View A&M University will offer these programs at times convenient to a commuting student audience, and with the mandate by the Coordinating Board of restricting other state universities from offering competing programs in the geographic area served, the program will be the only available program in this area, and thereby attract white students. This will favor Prairie View A&M programs in this geographic area over similar programs available at the University of Houston, as described in the opening statement at the outset of this section.

The electrical engineering technology program will be housed in a new facility (1986) and equipment will be the most modern equipment available for such programs. In addition, program start-up funds have been requested by the Governor from the State of Texas Legislature to implement the program by September, 1984.

Program Description

The proposed program, Bachelor of Science in Electrical Engineering Technology, will be developed to produce engineering technologists to serve in the electrical, electronic, power distribution, process control-related and manufacturing industries. They will also have skills in the electronic, power distribution and process control systems and in technical sales.

Program Information

... Estimate the projected number of students majoring in the program for each year through 1986-87.

The projected number of students majoring in the program for each year through 1986-87 is as follows:

Table I

Projected enrollment in Proposed Degree Program

Program Area	1983-84	1984-85	1985-86	1986-87
Electrical Engineering Technology		40	78	103

... Estimate the additional personnel, library holdings, equipment and facilities needed to implement the program.

The additional personnel which will be needed to implement the program is as follows:

Table II
Projected Faculty Needs

Academic Year	Number Required
1983-84	0
1984-85	2
1985-86	1
1986-87	1
Total	4

It is proposed to establish a single administrative unit; namely, College of Engineering Technology in which each baccalaureate degree program area shall be housed. This will require the need for administrative and support personnel in addition to the faculty complement.

Library Holdings

During the first four years there will be a need for securing additional library holdings of primary resource materials, including books, periodical and transactions. The projected number of additional library holdings is projected as 1,644 volumes over this four-year period. This is based on the Clapp-Jordan formula of 12 volumes per undergraduate student and an additional 12 volumes for each student who may have honor roll status.

Equipment and Facilities

To implement and develop the program and to maintain a high level quality of instruction, additional space will be needed, consisting of:

1.	Faculty Offices	600 Sq.Ft.
2.	Laboratories for Instruction, (3 Laboratories @ 1,200 sq.ft.)	3,600 Sq.Ft.
3.	Equipment Storage	500 Sq.Ft.
4.	General Storage	200 Sq.Ft.
	Total Assignable Area	4,900 Sq.Ft.

5. Special equipment will be needed to implement the program. This shall include equipment and furnishings for laboratory instruction and furnishings for faculty offices. The estimated cost for furnishings and equipment and for the additional facilities which will be needed are as follows:

a.	Estimated Cost of Facility.....	$1,244,400 *
b.	Estimated Cost of Equipment.....	$ 316,800 *
	Total Estimated Cost	$1,561,200

... The estimated cost for each program and the source(s) for these funds.

The estimated cost for the program is given in Table III. All estimates of state appropriations derived from formulas are subject to revision by the Legislature.

* Based on TAMUS Construction Estimating Guidelines, Dated 04-01-82.

Table III

Projected Operating Costs of Proposed Program
1983-1987

Category	1983-84	1984-85	1985-86	1986-87
Faculty Salaries 2 persons, $26,790/9month		$ 53,520	$ 81,153	$105,003
Department Operating Expense		9,800	11,000	14,250
Library		9,100	12,800	12,800
Capital Outlay				
Total		$ 72,420	$104,953	$132,053

The source(s) of financial support for the program shall be derived from (1) State of Texas appropriation which is allocated to the University for its operation. These funds are determined by "formula" based on Student Credit Hours (SCH) generated and by "headcount" of students enrolled in the program.

A special request has been made to the 68th Regular Session of the Texas Legislature to support initiating this program.

Funding for the additional facilities and equipment is proposed to be derived from the Permanent University Fund, the Skiles Fund and Student Revenue Bond Fees.

The estimate of projected earnings based on "Formula generation" is given in Table IV.

Table IV

Estimate of Projected Earnings*

Category	1985-86	1986-87
Faculty Salaries	$ 37,971.80	$ 70,576.80
Department Operating Expense	7,980.80	14,860.80
Library	3,311.00	6,166.00
Capital Outlay	-0-	-0-
Total	$ 49,263.60	$ 91,603.60

... For those programs that are offered currently by Texas A&M University, an explanation of why the program at Prairie View A&M University is expected to attract the number of students projected on a nonracial basis.

The proposed program in Electrical Engineering Technology will not duplicate the curriculum offered by Texas A&M University. The Prairie View curriculum will differ from the A&M program in that it will cover electric power production, conditioning and distribution as well as process control. Electronics is generally limited to the uses of transistors, integrated circuits, and transmission media.

Engineering Technology is a fast growing area of study. The need for graduates of engineering technology programs, in some instances, rivals the demand for engineers. Through 1990 there is projected an overall increased demand of 36.0 percent for engineering

* Estimates of state appropriations derived from formulas are subject to revision by the Legislature.

technicians. In electrical and electronic technology the increase is projected to reach 45.4* percent by 1990.

Because of the high demand in the area of electrical engineering technology and the University's strategic location and the tremendous expansion of industries in this region, coupled with the population increases in this region, the College of Engineering proposes to plan, develop and implement a baccalaureate degree program in electrical engineering technology by 1984. The College believes that the viability of this new program and the high employment opportunities will enhance the college's posture in attracting students on a nonracial basis.

The restriction placed by the Coordinating Board restricting other universities from offering this program in the northwest Houston suburbs will help attract students regardless of race.

Bachelor of Science
Mechanical Engineering Technology

Introduction

The proposed Bachelor of Science degree in Mechanical Engineering Technology is not duplicated as a degree program at Texas A&M University. There exists an option in Mechanical Systems under the degree Bachelor of Science in Engineering Technology at Texas A&M. Texas A&M University is reorganizing its curriculum offerings in this area and will offer an option in mechanical engineering technology and not a degree program. This set of circumstances will provide a nonduplicative degree program at Prairie View A&M University.

Although the programs at PVA&M and A&M University are similar, the former offers a degree and the latter offers an option. (Students at A&M

* Excerpt from Bureau of Labor Statistics, Chronical of Higher Education, October 21, 1981, p. 14.

University who end up in the option frequently are engineering students at the outset and then determine that the technology program is of greater appeal.) Those who pursue the PVA&M degree will choose this as their degree objective because of the special demand for graduates in this field in Houston. Moreover, in order to assist the PVA&M program to attract more white students, the northwest area outside Houston will be reserved as a service area for PVA&M University. It is important to note that the high-tech growth in Houston is along the west corridor along IH-10.

Texas A&M began limiting admissions to their Engineering Technology Program for the first time in 1982. It currently enrolls 1,300 students. This student body is 50% larger than the current faculty can handle under normal teaching loads. Prairie View will utilize the list of qualified students provided by Texas A&M as part of its recruitment of white students. At the time of registration for Spring 1983, 12 students were turned away at Texas A&M University from the Mechanical Systems option under the BS in Engineering Technology and 48 were turned away under all technologies options. It is projected that fall 1983 with the raised admissions standards at Texas A&M University and the growing pool of applicants, 25 to 40 students will be turned away from the Mechanical Systems option and 100 will be turned away from all technologies options.

This program will be designed and developed for immediate accreditation by the Accreditation Board for Engineering and Technology.

The demand for mechanical engineering technology graduates through the year 1990 is expected to be 36.0% greater than the 1978 needs as cited by the October 21, 1981, issue of the Chronicle of Higher Education.

Prairie View A&M University will offer this program at times convenient to commuting students, and with the Coordinating Board restricting other

state universities in the previously defined service area, white students will be attracted to this program. In accordance with the statement at the outset of this section of the plan on program enhancement, the Prairie View A&M program will be favored in the northwest quadrant outside Houston over similar programs available at the University of Houston in order to assist Prairie View A&M to attract more white students.

The mechanical engineering technology program will be housed in a new facility especially designed for the program. The equipment for the laboratories will be the most modern equipment available for such programs.

Program initiation funds will be requested form the 1985 State of Texas Legislature for program start-up in 1985.

Program Description

The proposed program, Bachelor of Science in Mechanical Engineering Technology, will be developed to produce engineering technologists to perform specific functions in mechanical design, manufacturing, production, maintenance operations, and in technical sales.

Program Information

... Estimate the projected number of students majoring in the program for each year through 1986-87.

The projected number of students majoring in the program for each year through 1986 is given in Table I.

Table I
Projected Enrollment in Proposed Degree Program

Program Area	Enrollment by Years			
	1983-84	1984-85	1985-86	1986-87
Mechanical Engineering Technology	0	0	40	78

It is proposed that the full complement of students in the program will reach 103 by the 1987-88 academic year.

... Estimate the additional personnel, library holdings, equipment and facilities needed to implement the program.

The additional personnel which will be needed to implement the program is as follows:

Table II

Projected Faculty Needs

Academic Year		Number Required
1983-84		0
1984-85		0
1985-86		2
1986-87		1
1987-88		1
	Total	4

It is proposed to establish a single administrative unit; namely, College of Engineering Technology, in which each baccalaureate degree program area shall be housed. This will require the need for administrative and support personnel in addition to the faculty complement.

Library Holdings

During the first three years there will be a need for securing additional library holdings of primary resource materials, including books, periodicals and transactions. The projected number of additional library holdings needed is 1,644 volumes over this three-year period. This is based on the Clapp-Jordan formula of 12 volumes per undergraduate student and an additional 12 volumes for each student who may have honor roll status.

Equipment and Facilities

To implement and develop the program and to maintain a high level quality of instruction, additional space will be needed, consisting of:

1.	Faculty Offices	600 Sq.Ft.
2.	Laboratories for Instruction, (3 laboratories of 1,200 sq.ft. each)	3,600 Sq.Ft.
3.	Equipment Storage	500 Sq.Ft.
4.	General Storage	200 Sq.Ft.
	Total Assignable Areas	4,900 Sq.Ft.
	Gross Area	7,950 Sq.Ft.

5. Special equipment will be needed to implement the program. This shall include equipment and furnishings for laboratory instruction and furnishings for faculty offices. The estimated cost for furnishings and equipment for the additional facilities which will be needed are as follows:

   a. Estimated Cost of Facility.....$1,244,400*

   b. Estimated Cost of Equipment.....$ 316,800*

   Total Estimated Cost $1,561,200

... The estimated cost for each program and the source(s) for these funds.

* Based on TAMUS Construction Estimating Guidelines, Dated 04-01-82.

The estimated cost for the program is given in Table III.

Table III

Projected Operating Costs of Proposed Program
1985-1987

Category	Estimated Cost Per Year		
	1985-86	1986-87	1987-88
Faculty Salaries, 2 persons, @ $26,760	$ 53,520	$ 81,153	$105.003
Department Operating Expense	9,800	11,000	14,250
Library	9,100	12,800	12,800
Capital Outlay			
Total	$ 72,402	$114,953	$132,053

The sources of financial support for the program shall be derived from (1) State of Texas appropriation which is allocated to the University for its operation. These funds are determined by "formula" based on Student Credit Hours (SCH) generated and by "headcount" of students enrolled in the program.

A special request will be made to the 69th Regular Session of the Texas Legislature to support the full costs of initiating this program

Funding for the additional facilities and equipment is proposed to be derived from the permanent University Fund, the Skiles Fund and Student Revenue Bond Fees.

... For those programs that are offered currently by Texas A&M University, an explanation of why the program at Prairie View A&M University is expected to attract the number of students projected on a nonracial basis.

The proposed program in Mechanical Engineering Technology does not duplicate the curriculum offered by Texas A&M University. The curriculum will focus on mechanical design, industrial production and mechanical environmental systems technology.

Engineering technology is a fast growing area of study. The need for graduates of engineering technology programs, in some instances, rivals the demand for engineers. Through 1990 there is projected an overall increased demand of 36 percent for engineering technicians. In Mechanical Engineering Technology the increase is projected to reach 36.02* percent by 1990. The proximity of Prairie View A&M University to the northwest suburbs of Houston, a large industrial center, provides the opportunity for students to easily commute to Prairie View to pursue a degree in Mechanical Engineering Technology. Such commuting to TAMU is not likely or expected. The restriction placed by the Coordinating Board restricting other universities from offering this program in the northwest Houston suburbs will help attract students regardless of race.

Master of Science
Science and Mathematics Education

Introduction

The proposed Master of Science degree in Science and Mathematics Education is not duplicated at Texas A&M University. This program is a natural to attract additional white students to Prairie View A&M University

* Excerpt from Bureau of Labor Statistics, Chronicle of Higher Education, October 21, 1981, p. 14.

based on the historical record of the University in attracting white students in graduate education (Master level) programs. Current enrollment figures provide a thirty percent white enrollment in graduate (master level) education programs.

The paucity of prepared science and mathematics teachers in the service area of Prairie View A&M University create a personnel demand that can be met by the University. In addition the certification requirement by the Texas Education Agency is developed in such a manner that salaries paid public school teachers are independent of where that certification is obtained, thereby white teachers in Prairie View A&M University's service area will be attracted to the program.

Prairie View A&M University has also established a consortium of 19 independent school districts where the University will work directly with these districts to satisfy the needs of their science and mathematics personnel. This is another avenue for the attraction of white students.

The University of Houston does have a master's level program for science and mathematics teachers. At present the University of Houston is teaching off-campus courses in the Woodlands area, that is, inside the geographic area reserved for Prairie View A&M University as described above. When the Prairie View A&M program in this field is approved in 1985, the University of Houston will no longer be authorized to teach courses duplicating the Prairie View program in this area. That is, upon approval of the Prairie View program in 1985, Prairie View A&M will displace the University of Houston program despite the heavy demand and need for teachers in this program area.

Program Description

The proposed Master of Science in Science and Mathematics Education will be designed to prepare persons for elementary, junior high and high

school faculties and to meet the needs of the public school system for highly qualified science and mathematics educators. The curriculum will be focused heavily on improving the content area competency of public school science and mathematics teachers, while simultaneously meeting the societal demand for public school faculty with current modalities in curriculum and instruction. Participants in this degree program will be able, upon successful completion, to meet certification requirements in their selected science and mathematics program areas.

Program Information

... Estimate the projected number of students majoring in the program for each year.

It is estimated that 30 students will enroll in the program during the first year. The number of students is expected to increase each subsequent year up to five years.

1985-86	1986-87	1987-88
30	60	90

... Estimate additional personnel, library holdings, equipment, and facilities needed to implement the program.

One additional faculty member is needed in the area of Earth Science and one additional faculty member with a doctorate in pure mathematics.

The Clapp-Jordan formula dictates that 68,820 volumes in science and mathematics are needed. Presently, we have 26,478 volumes in science and 6,000 volumes in mathematics. There is a need of 13,942 additional volumes in science education and 22,400 volumes in mathematics to meet minimum standards. No additional volumes are needed in the general areas of science.

No special equipment will be needed to implement the program. Equipment currently available will be sufficient to initiate proposed curriculum. Additional teaching, research and office space will be needed to implement the program. A proposed facility for the College of Education in the five-year Master Plan should provide adequate space for the program.

... Estimate the cost of the proposed program and the source of funds.

The estimated cost to initiate the program will be $185,000 based on faculty salaries for three faculty members of $69,000, departmental operating expenses ($18,000), library ($6,000), graduate assistantships ($92,000). Estimates for subsequent years are based on 7% increase in faculty salaries, DOE and Library.

Category	1985-86	1986-87	1987-88	1988-89
Faculty Salaries Salaries, 2 persons @ $36,000/ 9 months	$ 73,830	$ 78,988	$ 84,528	$ 90,442
DOE	19,260	20,600	22,040	23,580
Library	500,000	6,870	7,350	7,865
Graduate Assistantships	100,000	107,000	114,490	122,526
Total	$693,090	$213,468	$228,408	$244,414

A special request for startup funds will be presented to the 1985 biennium legislature.

Funds generated from formula based on 1985 formulas* of $11.50 for library; average of $137.28 for science ($181.52) and education ($93.04) faculty salaries and average of $36.33 for departmental operating expenses for science ($58.04) and education ($36.33) are as follows:

	1987-88	1989-90
	2x70x$185.11x12	2x90x$185.11x12
Total	$310,984	$399,837

... For those programs that are offered currently by Texas A&M University, an explanation of why the program at Prairie View A&M University is expected to attract the number of students projected on a nonracial basis.

As indicated above, Prairie View A&M University currently attracts a significant number (297 white students) of graduate students on a nonracial basis, particularly, public school teachers. The current emphasis on science and mathematics teaching in the public schools should enable Prairie View A&M University to attract substantial numbers of white students.

* All estimates of state appropriations derived from formulas are subject to revision by the Legislature.

Master of Science
Animal Science

Introduction

The proposed Master of Science degree in Animal Science is duplicated at Texas A&M University; however, the program at Prairie View A&M University is uniquely focused. Also the availability of special facilities and money in this area provides the justification for strengthening this program in order to assist black students and to attract more whites.

Program Description

The program at Prairie View A&M will be designed to complement a very unique and large research program in Dairy Goat Research. This research program is not duplicated anywhere in this state and, with a few exceptions, in the United States. The program will focus on the training of persons sensitive to the food shortage, especially in Third World Nations and the probability of the utilization of dairy goats to address that shortage.

Prairie View A&M University has just completed a $3.0 million research facility to conduct research with a population of at least four hundred dairy goats. This is the largest research facility of its kind in the world. In addition, as a part of the 1890 Land Grant College's facilities improvement, $7.0 million have been committed over the next five years to improve research facilities in the College of Agriculture, which houses the Animal Science program. The United States Department of Agriculture funds Prairie View A&M University under P.L. 95-113 Section 1444 approximately $2.0 million annually to conduct research in Agriculture. A major portion of this research money is being committed to research in Animal Science at this point.

The availability of a strong funding base for graduate assistantship support, the uniqueness of the proposed Animal Science curriculum, the availability of new facilities, along with a quality faculty with terminal degrees in Animal Science and strong publication interests provide the necessary ingredients that will be attractive to white students to enroll in the program.

Program Information

... Estimate the projected number of students majoring in the program for each year through 1988-89.

The projected number of students majoring in the program each year for the first four years are as follows:

1985-86	1986-87	1987-88
12	24	40

... Estimate the additional personnel, library holdings equipment and facilities needed to implement the program.

The program as outlined will require 2.0 staff years per academic year. This requirement will be met by utilizing the part-time services of research staff already employed in Animal Science research.

No substantial additions to library holdings are anticipated since most provisions have already been made to accommodate research activities. Equipment and other facilities will also be made available through research, except for minor teaching aides.

... Estimate the cost for the animal science program and identify the funds.

The estimated cost for the new program is as follows:

Category	1984-85	1985-86	1986-87	1987-88
Faculty Salaries 2 persons @ $33,000/ 9 months	$ 66,000	$ 73,000	$ 82,000	$ 90,000
Res. Asst.	20,000	33,000	50,000	65,000
DOE	11,900	13,800	18,300	22,500
Library	1,200	1,200	1,500	1,500
Equipment	1,500	1,000	1,000	1,000
Total	$100,600	$122,000	$152,800	$180,000

Start-up funds have been requested by the Governor from the 1983 Legislature.

It is expected that about one-half of the graduate students will receive assistantships. Some of these will be provided under the regular research assistantship program. Beyond this, additional funding will be required in order to keep the graduate program viable.

The academic program proposed herein will benefit greatly from the facilities and staff already supported by federal funds.

Prairie View A&M University is well positioned to develop the proposed Animal Science program. The College of Agriculture receives an annual federal appropriation of nearly $2.0 million for Agricultural research, of which more than $1.0 million is designated for the animal science field.

However, a request has been made to the 68th Regular Session of the Texas Legislature to support initiating the academic aspects of this program.

... For those programs that are offered currently by Texas A&M University, an explanation of why the program at Prairie View A&M University is expected to attract the number of students projected on a nonracial basis.

The existing B.S. program in Animal Science attracts students from throughout the United States and from abroad. It is believed that the initiation of a M.S. program would enhance the attraction of the total curriculum on a nonracial basis. The unique thrust of the program, linked with the dairy goat research project, should increase its attractiveness.

It is important to re-emphasize here what was said in the paragraph preceding the description of these programs about reserving the north west area outside the city limits of Houston to assist Prairie View A&M University in attracting white students. Any of the foregoing programs or the areas following which are duplicated at the University of Houston will not be permitted to offer off-campus courses in the quadrant bound by IH-45 and IH-10 outside the city limits of Houston. This will encourage students in that area to seek their educations in these fields at Prairie View A&M University even if it means commuting to the Prairie View A&M campus.

The following three areas not duplicated at Texas A&M University will be strengthened at Prairie View A&M University.

HOME ECONOMICS

The Home Economics program will seek new enrollment through the education of home economics specialists for agricultural extension. This program would be unique in the state. As is known, Texas A&M has been precluded from offering programs in Home Economics, and Home Economics in the Texas Agricultural Extension Service is not a degree

program. The only System institution that can make such offerings is Prairie View.

We perceive two groups of students that would be interested in pursuing work in this area. The first are those already within the Agricultural Extension Service who wish to become Home Economics Specialists. Second would be students who wish to become Extension Service employees in the Home Economics area. Furthermore, those who desire advanced degrees in Home Economics can pursue a master's degree at a program already in place at Prairie View. The Coordinating Board two years ago disapproved the University of Houston's proposed masters degree program in home economics. Several traditionally white institutions outside the Texas A&M University System offer the masters degree in home economics; however, the location of these programs is such that they do not impact Prairie View's program. These institutions are: Texas Tech University (Lubbock), Texas Woman's University (Denton), North Texas State University (Denton), and U.T.-Austin.

Currently, there are 420 professional home economists in the State of Texas, most of whom are white (84%). These persons are located at various sites in the state. Consequently, the opportunity to attract more white students to Prairie View would be enhanced by a program of the type described. It would also be worth noting that the Texas A&M Agricultural Extension Service has expressed great interest in the program and its willingness to work in its implementation.

The Home Economics Extension Program of the Prairie View Agricultural Extension Program is designed to provide home economics outreach education to low-income families in an eight county region. During the 1981-82 fiscal year, the program

served some 47,992 black persons and 20,030 white persons. This contact with white clientele will provide a source for recruitment of additional white students in the Home Economics program at Prairie View.

The home economists employed by the Texas Agricultural Extension Service (the majority are white home economists) are generally employed with the B.S. degree in Vocational Home Economics. It is the intent of the cooperative relationship being between the Prairie View A&M University and Texas Agricultural Extension Service to have these personnel obtain the M.S. degree in Home Economics from Prairie View A&M University. The instruction for this program will be delivered at both on-campus and off-campus locations, with at least 12 semester hours being taken on the campus.

Planning for the implementation of the cooperative arrangement has already begun between the Texas A&M University System, Texas Agricultural Experiment Station, Texas Agricultural Extension Service, and Prairie View A&M University. The first planning session has produced a precise set of goals and objectives that are to be met with a $30,000 planning study.

The Home Economics program is being strengthened through the current $900,000 renovation of the Home Economics Building.

NURSING

There are three B.S. degree programs in Nursing offered by public universities in Houston, Texas. They are located at Texas Woman's University, the University of Texas Health Science Center and Prairie View A&M University. The program is not duplicated within the Texas A&M University System.

The headcount enrollment by ethnicity is reflected in the table below:

Baccalaureate Nursing in Houston
Headcount Enrollment by Ethnicity

Fall 1982	White Non-Hisp.	Black Non-Hisp.	Hisp.	Asian Pac. Is.	Amer. Indian	N-R Alien	Unknown	Total
UTHSC-Houston	265	28	13	5	-	3	-	314
TWU-Houston	180	93	26	14	-	28	-	341
PVA&M	19	337	1	-	-	-	-	357

The present B.S. degree Nursing Program at Prairie View A&M University has been enhanced and strengthened during the past three years in the following manner:

- Accredited by National League of Nursing
- Accredited by Texas State Board of Nurse Examiners
- Purchased and renovated a nine-story facility in the amount of $9 million to house the Nursing program. This facility is located in the Texas Medical Center Complex in Houston, Texas. The State of Texas has spent $5,756,654 to date and an additional $643,000 will be spent to complete the renovation. The program moved into the facility in September 1982.
- Secured membership in the Texas Medical Center organizational structure, thereby eligible to participate in all aspects of the Texas Medical Center.
- Committed to the employment of more terminal degree faculty.
- Secured active commitment of the Nursing Alumni to financial support and recruitment support of the program.

According to the Bureau of Labor Statistics as cited in the Chronicle of Higher Education, October 21, 1981, the nursing profession will need 1,542,000 newly trained professionals by the year 1990. This represents a 50.3% increase in need from 1978, a clear indication of the high demand for professional nurses.

A survey conducted by the Texas Hospital Association in January, 1981, confirms the high demand for registered nurses in Texas. The following data are excerpted from that study:

	1979	1981
Positions currently filled	29,448	37,045
Positions currently budgeted and unfilled	4,129	4,966
Percentage of unfilled positions	12.3%	12.0%
Additional positions for expansion of existing facilities and/or new or expanded services during the next 12 months	2,707	2,480
Additional positions for job reclassification during the next 12 months	854	624
Anticipated increase in the present number of registered nurses over the next 12 months	26.1%	22.5%
Additional positions to replace those who will die, retire or otherwise leave the hospital industry during the next 12 months	1,327	1,667
Total positions anticipated now and over the next 12 months	9,017	9,737

With such a demand for career nurses, facilities and faculties in place, the addition of the M.S. program will provide an additional avenue for attracting white students.

Without question, the single most significant enhancement of the nursing program which will result in the next several years in attracting more white students is the new facility and the fact that that facility is in the Medical Center proper. The old facility was an office building four miles from the Medical Center. Students had to take lectures at the old building and then travel by bus or car to the Center for clinical and laboratory experience. The result was problems

with accreditation and low passing rates by nursing graduates on the licensing examination. The Texas Board of Nurse Examiners (licensing agency) is much encouraged by the improved passing rate (100% in July 1982) and the revised curriculum. Inconvenience, poor educational environment, questionable accreditation, loss in travel time, and feelings of personal insecurity all made the Prairie View nursing program of limited attractiveness to white students. All of these handicaps and detractions have now been overcome through the enhancement of the facilities.

Another major help in all of these areas has come from the leadership of the new dean.

The Prairie View Nursing program has also been allocated more clinical positions in the Medical Center hospitals and other nearby hospitals. Part of this has come from expansion of hospital facilities and part from Prairie View's new curriculum and presence in the Center proper. There are limited numbers of clinical positions available and those allocated to the Prairie View nursing program will help in attracting more white students to this program. The clinical positions assigned at present are as follows:

	Medical Center Hospitals	Other Hospitals & Health Agencies
PVA&M	70	110-120
UTHSC	90	170
TWU	110	150

With a combination of a new facility, highly-trained faculty, accreditation by the accreditation agencies and the opportunity to participate in the most modern high technology health training atmosphere in this country, it becomes evident that the nursing programs at Prairie View A&M University have the necessary elements to attract white students.

One special nursing program at Prairie View A&M is becoming increasingly attractive to whites. The program to grant B.S. degrees in nursing to those Registered Nurses (RN's) with only two-year degrees is attracting a large proportion of whites. Currently the program has 11 whites out of an enrollment of 37 (29.7%). This program has graduated 23 whites since May, 1980.

In 1978, Prairie View received a grant to start a program designed to educate practicing Registered Nurses towards the B.S. degree. This program was to provide upward mobility for working nurses by (1) scheduling courses so that the entire program could be accomplished in the evening and on Saturdays and (2) by including learning aids to meet the students where they are.

This program has been highly integrated from the beginning. It has been running at about 20-25 students per semester. On May 1, it graduated 18 students, over half of whom were white. The interest in the program continues to grow. Through active recruiting more than 60 potential students were interviewed in 1982. Over 100 RN's were interviewed this year. In each year, over 50% interviewed were white.

As the strengthened program becomes more evident, the RN program will expand and that expansion will draw white students.

Prairie View A&M University's most effective strategy in attracting white students in Nursing in the near term future will concentrate on

recruiting commuting students and graduate students available in the northwest sector of the metropolitan Houston area. Therefore, it is important for Prairie View A&M University to initiate and strengthen the nursing program that will, by its location near the northwest Houston service area (defined as the area between I-10, and I-45, outside the city limits of Houston and surrounding rural areas), be convenient to a commuting student audience. Prairie View A&M University will undertake annual visits to high schools in this geographic area of recruitment set aside as its service area to attract graduates to the first two years of nursing on the Prairie View A&M main campus.

The likelihood of successful recruitment is based on relative convenience for students for programs in this plan. In terms of commuting time the population west and northwest of Houston outside the city is closer to Prairie View A&M than it is to the University of Texas Health Science Center or the Texas Woman's University Nursing School. This is due not only to shorter distances in some cases, but in others to the extremely heavy traffic in Houston and the fact that commuters to Prairie View A&M travel against the traffic flow at hours of peak loads. By prohibiting duplication of course offerings in this area, the state will facilitate Prairie View's recruitment.

Listed below are the independent school districts in the prescribed service area and the number of high schools in each district. These high schools contain a student population that is a majority of white students.

School District	No. of High Schools
Aldine	3
Cy-Fair	3
Houston ISD	6
Magnolia ISD	1
Montgomery ISD	1
Spring ISD	2
Waller ISD	1
Hempstead ISD	1
Katy ISD	2
Klein ISD	3
Spring Branch ISD	6
Tomball ISD	1
Alief ISD	4

In summary, white students should be attracted because (1) the program has been significantly strengthened, (2) recruitment will target white students in northwest Houston, (3) the RN program will draw from the large pool of students in the Houston medical complex since the Nursing School is physically located and made a part of this center and (4) the program was moved into an ultra modern facility costing $9 million on September 2, 1982. This will have a major effect on the recruitment of white students. This program will serve as a primary example of how enhancement of a program and facilities will result in a TBI program attracting more white students.

SOCIAL WORK

The Bachelor of Arts in Social Work Program at Prairie View A&M University is not duplicated at Texas A&M University or the University

of Houston. The nearest public TWI offering a BSW is Sam Houston State University over 65 miles away. The program has a long history of producing graduates at the baccalaureate level, and efforts have already begun to strengthen the program with the obtaining of accreditation by the Council for Advancement of Social Work in 1982.

Neither Texas A&M University nor the University of Houston-Central Campus or Downtown College will add this program to their curricula during the life of the plan.

The demand for caseworkers by the year 1990 as expressed by the Bureau of Labor Statistics in an October 21, 1981, issue of the Chronicle of Higher Education is an increase of 43.3% projected over the 1978 needs. Community organization workers demand will be increased 46.7% over the 1978 needs by 1990.

The Social Work Program during the past five years has focused on the preparation of students to serve the rural aged population with the utilization of funds from the Administration on Aging. With the requested enhancement support from the State Legislature, the program will be strengthened to continue the preparation of this much needed professional.

Many prospective students for Prairie View A&M's social work program leave the Houston area for their studies. Prairie View A&M will conduct a study to determine what steps the school needs to undertake to make its program more attractive to white students. Since no traditionally white institution in Houston nor Texas A&M University have a duplicate program, steps will be taken by Prairie View A&M to serve more white students in the Houston area.

Plans are being made to transfer some existing, federally funded, community affairs programs to the Department of Social Work.

Prairie View A&M University's most effective strategy in attracting white students to Social Work in the near term future will concentrate on recruiting commuting students and graduate students available in the northwest sector of the metropolitan Houston area. Therefore, it is important for Prairie View A&M University to initiate and strengthen the Social Work program that will, by its location near the northwest Houston service area (defined as the area between I-10, and I-45, outside the city limits of Houston and surrounding rural areas), be convenient to a commuting student audience. Prairie View A&M University will undertake annual visits to high schools in this geographic area of recruitment set aside as its service area to attract graduates to the Prairie View A&M main campus.

The likelihood of successful recruitment is based on relative convenience for students for programs in this plan. In terms of commuting time the population west and northwest of Houston outside the city is closer to Prairie View A&M than it is to the University of Houston. This is due not only to shorter distances in some cases, but in others to the extremely heavy traffic in Houston and the fact that commuters to Prairie View A&M travel against the traffic flow at hours of peak loads. By prohibiting duplication of course offerings in this area, the state will facilitate Prairie View's recruitment in the field of Social Work.

The list of the independent school districts in the prescribed service area and the number of high schools in each district is located above under Nursing.

b. "A Five-Year Plan for the Strengthening and Enhancement of Prairie View A&M University"

In addition to efforts to enhance academic programs, improve faculty salaries, and enhance physical facilities, Prairie View A&M

University undertook an intensive study to produce "A Five-Year Plan for the Strengthening and Enhancement of Prairie View A&M University," a copy of which is submitted with the original of this State plan. This five-year plan describes the institution's plans and aspirations in the areas of research, public services programs, student affairs, organization and administration, support services, and interinstitutional cooperation. This five-year plan will serve as a guide to future actions .

c. Improving Physical Facilities at Prairie View A&M University

Approximately $50,000,000 was spent for the enhancement of physical facilities during the decade of the 1970's. The State is supporting a $72,000,000 facilities enhancement program at Prairie View A&M University. This program will be complete by the end of fiscal year 1984. The Texas A&M University System Board of Regents allocated $14,000,000 from Permanent University Fund bond proceeds to Prairie View for fiscal 1982.

The State is committed to make a comparative study of Prairie View's physical facilities and to rectify inequities found by the study.

On June 11, 1982, the Board of Regents of The Texas A&M University System directed Chancellor Frank W. R. Hubert in a minute order of the Board to conduct a comparative study of Prairie View A&M University's physical facilities and committed itself to give priority during the five years of the life of this plan to the elimination of any remaining discrepancies found to exist in the study. The minute order is as follows:

> "The Chancellor of The Texas A&M University System is directed to conduct a study of Prairie View A&M University physical facilities to determine the comparability of those facilities with those of

other state institutions which are comparable in mission and size to Prairie View. If inequities are found to exist, the Board of Regents hereby commits itself to give priority during the five-year life of the Texas Equal Educational Opportunity Plan for Higher Education to the elimination of any remaining discrepancies found to exist in the comparability study."

The objective of the study, conducted by an objective out-of-state consulting firm (Dober and Associates) was to provide answers to the following questions, among others:

- How adequate are the spaces and other physical facilities which Prairie View has available to discharge its mission and programs for its enrollment, as compared to the adequacy of the spaces and other physical facilities of the comparing institutions to discharge their missions and programs for their enrollment?
- What is the condition of Prairie View's buildings and other physical facilities as compared to the buildings and other physical facilities at the comparing institutions?
- What new facilities and building renovation and repair projects would be required to make Prairie View's physical facilities comparable in quantity, kind and condition to those of the comparing institutions, and at what cost?

Comparing institutions are the following:

Lamar University
Sam Houston State University
Southwest Texas State University
Stephen F. Austin State University
Texas A&I University
Tarleton State University

There are no institutions in the Texas public higher education system that are strictly comparable to Prairie View A&M University.

The above institutions were selected for purposes of comparing the needs of Prairie View A&M University on the basis of measures which the Coordinating Board employs in the consideration of requests by institutions for additional space per student. These institutions are sufficiently similar in terms of level of programs, mix of programs, the extent of their graduate programs and the extent of their research activity to enable the Coordinating Board staff to conclude that each has a need for 100 square feet per full time student equivalent. Tarleton State University falls into the category of institutions with a space standard of 93 sq. ft. per full-time student equivalent. This school was included because it is the closest in similar mission and is under the Texas A&M University Board of Regents. While the enrollments of these institutions vary considerably, they are sufficiently similar in mission in the state to justify their use as comparing institutions.

A $72,000,000 facilities improvement plan was developed for completion by 1984. Of that plan approximately $60,431,019 is committed to projects completed, in progress or expected to be in progress by 1984. Projects included in this plan are listed below:

	PROJECT	ESTIMATED COST	CURRENT STATUS
1.	Sanitary Landfill and Equipment (1982)	$ 788,364	Complete
2.	Add chillers and extend chilled water system (1982)	1,775,000	Complete

	PROJECT	ESTIMATED COST	CURRENT STATUS
3.	Electrical power distribution (1982)	1,712,000	Complete
4.	New water distribution system (1982)	533,583	Complete
5.	Repair and extend concrete walks (1982)	150,500	Complete
6.	Agricultural Research Facilities (1982)	3,095,000	Complete
7.	Modification of computer room-Administration Building (1981)	107,800	Complete
8.	Tennis courts (1981)	684,000	Complete
9.	Houston Nursing Facility - Phase I (1981)	3,466,345	Complete
10.	Industrial Education and Technology Building (1984) Project changed to Engineering Technology Building.	8,000,000	Requirements being restudied. New Program of Requirements being developed.
11.	Campus landscape and permanent improvements Phase I (1983)	1,453,000	Under Construction
12.	Parking lots (1982)	643,000	Complete

	PROJECT	ESTIMATED COST	CURRENT STATUS
13.	Air conditioning, toilet renovation and fire detection of five dorms (1981)	1,276,000	Complete
14.	Education Building (1984) Changed to General Classroom and Office Building	9,500,000	Priority I, FY 82-83 Program. Program of Requirements being developed.
15.	Chemical Engineering Building (1984)	1,852,000	Under Construction
16.	All Faiths Chapel Center (1984)	650,000	Under Design
17.	Central Receiving Building (1984)	1,500,000	In Design Stage
18.	Parking lots (1984)	500,000	Complete
19.	Houston Nursing Facility. Phase II & III (1984)	1,828,409	Phase II complete. Phase III to be awarded in September.
20.	Rehabilitate electrical power distribution and lights (1984)	1,505,175	Included in 84-85 Legislative request. Recommended by House and Senate Committees.
21.	Repair and rehabilitate Health and Physical Education Complex	20,075,400	Under Construction
22.	Repair and rehabilitate streets (1983)	883,500	In 84-85 Legislative request. Recommended by House and Senate Committees.

	PROJECT	ESTIMATED COST	CURRENT STATUS
23.	Landscape Rehabilitation (1984)	1,050,000	Under Construction
24.	Track Equipment Storage Building (including bleacher toilets).	116,000	Complete
25.	Reroof eight buildings	374,000	Complete (Local Funds)
26.	Repair Power Plant	2,941,465	Under Construction
27.	Repair and air condition Home Economics Building.	810,486	Under Construction
28.	Campus Landscaping, Phase III	950,000	Contract to be awarded in September.
29.	Westside football bleachers and press box.	532,000	Complete
30.	Physical Plant/ Transportation Center	2,500,000	In design
31.	Repair and Renovation of M. T. Harrington Science Building	1,760,718	In Legislative budget request. Approved by Senate and House Committees.
32.	Water Well and Distribution System.	417,274	In Legislative budget request. Approved by Senate and House Committees.
33.	Agricultural Research Facilities	5,000,000	Funds to be provided by U.S. Department of Agriculture
	Total	$78,431,019	

Note that on the last item above, the Agricultural Research Facilities, $5,000,000, was not included in the initial plan and is being funded by the U.S. Department of Agriculture.

Additional facilities currently included in the five year plan* for Prairie View A&M University which have been identified as needed are as follows:

	PROJECT	ESTIMATED COST
1.	Renovate Old Gymnasium	$ 1,265,720
2.	Renovate Swimming Pool	670,834
3.	Renovation of Health and Physical Education Building, Phase II	484,000
4.	Renovation of Existing Education Building	920,935
5.	Repair and Renovation Seven Plant Facilities	121,950
6.	Renovate Water Well and Distribution System	938,450
7.	Repair and Rehabilitate Sidewalks	2,255,650
8.	Landscape and Campus Development, Phase IV	2,255,000
9.	Landscape and Campus Development, Phase V	2,281,200
10.	Repair and rehabilitate Chilled Water System including the addition of one 2200 ton chiller	5,343,100
11.	New Health and Physical Education Building	5,200,000
12.	New Auditorium	7,000,000
13.	Military Science Building	3,400,000
	Total	$32,136,839.00

* The five year plan refers to a state facilities planning document prepared by each state institution.

The above listed facilities, although approved by the Board of Regents for inclusion in the five year plan, have not been specifically funded and authorized but are considered by the board on an individual project basis and funded per authorized source of funds.

A Library project for $20,500,000 has been identified for inclusion in the five year plan of the university which will be submitted for approval to the Board of Regents. Therefore, the total facilities plan for enhancement totals to approximately $112 million.

The criteria used for recommending to the Board of Regents the allocation of funds for construction projects to Prairie View A&M University and to other institutions within The Texas A&M System are based upon the need for new facilities or for major repair and renovation of existing facilities. The measurement or definition of need is determined by one or more of the following criteria.

1. Enrollment increases (or increases in other measurable units of need) where increases in the volume of work to be performed or services to be provided exceeds the capacity of existing facilities.
2. The addition of new programs or essential services where the nature of the program or service to be added requires a facility which is not available from the existing space inventory.
3. Obsolescence of existing facilities.

Special needs for Prairie View A&M University in appropriations for the 1984-85 biennium are as follows:

Major Repair and Rehabilitation		$4,500,000
Special Items		6,000,000
Program startup	1,000,000	
General programs enhancement	1,000,000	
Recruitment, tutoring, counseling, etc.	1,700,000	
Faculty salary adjustment to accommodate enrollment decline	1,300,000	
Other adjustments for enrollment decline	1,000,000	
		$10,500,000

New construction needs will be met out of the bond proceeds of the Permanent University Fund. In future years all major repair and rehabilitation projects will also be financed from this same source.

The Governor has made these special appropriation requests for Prairie View A&M University high priority in his 1984-85 biennial budget proposals for higher education.

The Governor will recommend to the Conference Committee on Appropriations 1984-85 funding for the Major Repairs and Rehabilitation item and Special Items set out above. (At the time of preparing this plan, the appropriations process was on the floor of both houses and adjustments will have to be made in the Conference Committee.)

For the 1986-87 and 1988-89 bienniums, the Governor is committed to request funds above the formula generated funds for Prairie View A&M University for the purpose of removing such deficiencies as may exist in facilities and salaries and for the purpose of implementing new programs and strengthening existing program areas, and recruiting, scholarships, and counseling. Additionally, current legislation for a constitutional amendment, when approved by voters in Texas, would expand the use of the PUF for funding of capital equipment, library books and materials, and repair and rehabilitation of facilities in addition to the construction of buildings and permanent improvements. Upon passage of the amendment (election scheduled for November, 1984), funds for such purposes will become immediately available to Prairie View A&M University. Prairie View A&M University is at present an eligible institution for PUF bond proceeds for the construction of buildings and therefore will be able to rely upon such funding to meet its new building requirements whether or not the constitutional amendment passes.

D. Elimination of Any Educationally Unnecessary Duplication

The State commits itself to monitor program duplication in its public colleges and universities. In applying the fundamental principles of effective and efficient management of public enterprises, the State seeks to avoid any unnecessary duplication of services and programs in the operation of its public higher education system.

The State does not consider that any educationally unnecessary program duplication exists between Prairie View A&M University or Texas Southern University and any other public higher education institution, or institutions. Nevertheless, to avoid unnecessary duplication in the future, the State has agreed to monitor the question continually. Additional commitments regarding duplication, degree differences, distinctions at subdiscipline levels, and the protection of geographical commuting areas are set out in the pages above on the enhancement of Texas Southern University and Prairie View A&M University. Leaders of Texas Southern University, Prairie View A&M University and the University of Houston on April 13, 1981, agreed that existing programs at each institution will be monitored, and an annual report will be made to the Board of Regents of each institution and to the Coordinating Board to ensure that educationally unnecessary duplication does not arise.

The same kind of considerations will be applied in considering new degree programs to be proposed by Texas Southern University, Prairie View A&M University, Texas A&M University and the University of Houston. Any new undergraduate, graduate or professional degree program or course of study proposed by Texas Southern University or Prairie View A&M University will receive priority consideration, provided those requests are consistent with the mission of the institution.

1. Cooperative Planning to Serve Urban Houston

By means of a recently developed interinstitutional committee, Texas Southern University and the University of Houston have formalized their mutual commitment to enhanced cooperation as together they generate new strategies to satisfy both the diversity and the rapid expansion of Houston's needs for public higher education.

More specific to the subjects of interinstitutional cooperation and the avoidance of educationally unnecessary program duplication in the Houston community is an agreement relating to those concerns which has been consumated between the governing boards and administrations of Texas Southern University and the University of Houston. The text of the agreement, signed by the presidents and governing board chairmen of both institutions on January 19, 1982, follows:

> Texas' two public universities in Houston are strategically located to serve Metropolitan Houston's growing population, dynamic economy and local interests. Their service areas transcend local, state and national bounds and their growth potential counters the country's general decline in higher education. Consider their setting:
>
> - Harris County had the largest numerical population increase of the nation's counties between 1970-1980, a gain of 38%.
>
> - Conservatively estimated, the Houston-Galveston areas will be home to 3.8 million persons by 1990, a 24% increase from 1980's 3.1 million.
>
> - Between now and 1990, more than 500,000 new jobs will be created here, personal income will rise from $33 billion to $96 billion, retail sales will triple and industrial production will be up by 80%.
>
> - Houston is the hub of the State's international interests, with its preeminant port, 53 consulates, Intercontinental Airport, international banks and multinational corporate structures.

Both universities recognize that cooperation between them can optimize the use of limited State resources, maximize educational opportunity for the State's clientele and further the objectives of the Texas Equal Educational Opportunity Plan for Higher Education.

These outcomes will be enhanced if the State:

1. Continues to recognize that the missions of the two institutions are complementary and not unnecessarily duplicative. Their distinctive roles and clienteles are assets to Texas.

2. Capitalizes on the potential growth of both institutions by promoting high-demand new programs rather than eliminating needed existing programs. The State Plan's assertion that no educationally unnecessary program duplication exists between the two universities should be sustained.

3. Reinforces current Coordinating Board policy against other institutions' offering programs in Houston which the University of Houston and Texas Southern are capable of providing. The two universities are able to serve the Houston area's public higher education needs now and in the future (with the exception of existing programs in the Texas Medical Center), and the State should protect their cooperative efforts from intercession by other institutions.

The universities have reached the following understandings for cooperative arrangements between them:

1. Optimizing Student Choices

Recoginizing the unique subjects/scholars offered by each university and the desirability of avoiding unnecessary duplication, the two institutions will develop a policy which would permit a student enrolled at either institution to cross-register without additional fees for up to a total of nine semester hours of electives at the other university.

Implementation would include publication by the universities of electives available to students on the opposite campus, particularly those of high interest to students, and the seeking of State assistance for shuttle transportation between the campuses.

2. Joint Programs

The universities will explore joint degrees and other cooperative academic ventures. Faculty committees will be appointed to define areas of mutual agreement in disciplines such as:

At Texas Southern University	At University of Houston
Health Administration	Engineering
City Planning	Hotel Management
Parks/Recreation Management	Military Science
Petroleum Technology	Piping Design
Information/Library Science	Optometry
Insurance	

3. Houston Public Higher Education Council

Presidents of Texas Southern University and the University of Houston System agree to establish the Houston Public Higher Education Council to facilitate and monitor efforts to implement the Texas Equal Educational Opportunity Plan for Higher Education in the Houston area.

Purpose: To maximize educational opportunity for all constituents of Houston.

Composition: Six members, three each from the University of Houston System and Texas Southern, appointed by the respective presidents, who shall designate chairpersons. To the maximum extent possible, the mebers should be associated with planning, academic affairs, faculty governance and Texas Plan activities at the respective institutions.

Meetings: The Council shall meet at least monthly at such times and places as it may determine. The president shall be notified of all meetings.

Agenda: The Council chairman will prepare and circulate the agenda before each meeting, to members and the presidents.

Expenses: The universities will assume responsibility for the expenses of their respective representatives. The institutions may jointly pay for studies and projects recommended by the Council, but only with the unanimous and prior approval in writing of the presidents.

Functions: The Council's primary functions shall be:

a. To analyze how adequately the two institutions currently are providing educational opportunities to the citizens of the Houston area.

b. To explore potential areas of cooperation between the institutions which may contribute to achievement of the goals of the Texas Plan.

c. To gather and document instances of cooperative actions taken by the institutions.

d. To engage annually in mutual exchange and review of the academic long-range plans of the cooperating institutions.

e. To study and comment upon present and proposed programs in the Houston area by other state higher education institutions.

f. To establish liaison with other public and nonpublic higher education institutions in Houston for the purpose of fostering programs among the higher education community which are supportive of the Texas Plan objectives.

4. Involvement of Regents

Presidents of the two universities will arrange periodically for joint meetings among the presidents and board of regents chairmen for the purpose of assessing progress on cooperative arrangements.

Information from these meeting s will be shared in written form with the respective boards, over and above matters which are submitted from time to time for policy decisions by the boards.

In considering possibly unnecessary duplication, it is important to note that the population of Houston exceeds the total population of 27 different states. TSU and the University of Houston are the only public universities in urban Houston.

2. Prairie View A&M University

In regard to the question of educationally unnecessary program duplication within the Texas A&M University System, the following letter of Chancellor Frank W. R. Hubert sets forth the procedure which was used in the TAMU System's study of the subject.

May 7, 1982

Dr. Kenneth Ashworth
Commissioner
Coordinating Board, Texas
and University System
P. O. Box 12788
Capitol Station
Austin, Texas 78711

Dear Ken:

At Tom Rhodes' request, I am responding to questions raised by the Department of Education concerning the process used within The Texas A&M University System to determine that there is currently no educationally unnecessary degree program duplication between Texas A&M University and Prairie View A&M University. Although there was no formal document produced as a result of the study, a formal study process was carried out by appropriate personnel in the System to reach the conclusions cited.

The following is an outline of the study process utilized:

1) Data were collected in the Office of the Executive Vice Chancellor for Programs on the current approved degreeprogram inventories for Texas A&M and Prairie View. Discrepancies were clarified with the institutions and with the Coordinating Board to insure that all approved programs were considered in the analysis (copies of degree program inventories as of September 1, 1981, as attached).

2) Current role and scope statements for Prairie View and Texas A&M, as well as all federal and state legislation related to the role and scope of the institutions, were collected and assessed. Particularly relevant to the study was the legislation concerning land grant designations of both Texas A&M and Prairie View.

3) Coordinating Board policies and practices were reviewed to determine the Board's assessment of those programs considered to be a standard part of the total curriculum for any general purpose university in the state.

4) In a series of staff meetings, comparisons were made of the approved degree program inventories for Texas A&M and Prairie View. Duplications of programs were identified and were considered in light of the following criteria:

a) Educationally necessary duplication due to role and scope of the institutions as land grant institutions.

b) Educationally necessary duplication to provide standard curriculum necessary for a general purpose university.

c) Educationally necessary duplication to serve special needs of the immediate geographic area.

5) Following the analysis of all program duplications identified, it was determined that all duplications of programs between Prairie View and Texas A&M are educationally necessary within one of the three categories specified.

In addition, all new degree program requests from Texas A&M and Prairie View are being stringently reviewed using these same criteria to insure that educationally unnecessary duplication of degree programs will not take place in the future. As you know, the B.S. in Scientific Nutrition recently approved by the Coordinating Board for Texas A&M underwent stringent reviews at all levels to insure that it did not duplicate the Home Economics program at Prairie View. In addition to determining that the program does not currently duplicate Home Economics programs at Prairie View, restrictions were placed on future expansion of the program at Texas A&M to insure that it does not develop in a way that might be duplicative of Prairie View programs in the future.

If you have any further questions concerning the procedures used to study possible program duplications between Texas A&M and Prairie View, please do not hesitate to call me.

Very truly yours,

Frank W. R. Hubert
Chancellor

cc: Mr. Tom B. Rhodes
Dr. Don Hellriegel
Dr. Herbert Stallworth

Because both Prairie View A&M University and Texas A&M University have a land-grant mission to fulfill, program duplication does occur in selected areas between the two institutions. However, this duplication is educationally necessary in view of their nature, location, and role and scope.

The five-year master plans of the two institutions assure that some existing programs at Prairie View will not be duplicated by Texas A&M University. Specifically, these programs are home economics, nursing and social work. It is also planned that dairy goat research will be conducted only at Prairie View A&M University. Where areas of duplication exist, efforts will be made to create distinctions at the subdiscipline level.

Prairie View A&M University will assume a role of increasing importance to The Texas A&M University System Agricultural Experiment Station in research on small farms operated as family enterprises. Family farms will provide an important means of avoiding many of the complexities of labor, finance and marketing, as the trend in the United States continues toward large commercial farming requiring extensive capital investment and complex production and marketing operations. Technological advances from appropriate research will have much greater direct application to food production and distribution in developing countries, areas in which the institution plans to increase its expertise.

In addition, milk goats fit family farm operations quite well because of efficiency of milk production, relatively low capital investment and high requirement for responsible care for management and labor. As evidence of the importance of this field, Prairie View A&M University

cites activity of the Winrock International Livestock Research and Training Center established and maintained by the estate of Winthrop Rockefeller. The Winrock Center has a research and demonstration project on milk goats at their headquarters at Morrilltown, Arkansas.

The country of New Zealand, a very advanced agricultural country, has recently announced increased research on the production of dairy products from milk goats.

Facilities are under construction at Prairie View A&M University to accommodate a major effort in research on food production from milk goats. It is hoped that the availability of these facilities will enable Prairie View to establish a position of U.S. leadership in this field.

With regard to the impact of the adding of new programs at Prairie View A&M University on the question of educationally unnecessary program duplication, please see the treatment of this subject beginning at page 71 above through page 111.

III. Equal Higher Educational Opportunity in Recruitment, Enrollment and Graduation of Black and Hispanic Persons at the Undergraduate, Graduate and First-Professional Levels

The State and its higher education institutions shall continue to commit themselves firmly to the proposition that all of the programs, benefits, resources and activities of the Texas post-secondary education system shall be available to all students on the same basis without regard to race, color or national origin.

The State recognizes that black and Hispanic enrollment rates and graduation rates at most levels tend to be disproportionately low. The State commits itself to seek reasonable and effective ways to increase those rates of participation.

The institutions in the state system are committed to a continuing search for proven methods of increasing the rates of minority

enrollments and graduations without eliminating or injuring reasonable standards for admission, performance and graduation.

The 1981 State Legislature appropriated $500,000 to the Coordinating Board for scholarships to disadvantaged students. In testimony and committee discussions, it was made clear that this money was intended primarily for minority student recruitment, and it was principally used for this purpose. It is expected that the 1983 legislature will provide similar funds for the 1984-85 biennium.

Beyond these special funds for recruiting minorities, the 1981 Legislature provided to Texas Southern University and Prairie View A&M University special appropriations for scholarships for minorities and for the recruitment of non-black students as follows:

	1982		1983	
	TSU	PVA&M	TSU	PVA&M
Scholarships	$150,000	$106,200	$150,000	$106,200
Scholarships to assist in recruiting non-blacks	150,000	106,200	150,000	106,200
Totals	$300,000	$212,400	$300,000	$106,400

Texas Southern University has estimated its special item needs for the recruitment and attrition of minority students to be $2,000,000 for the 1984-85 biennium. Prairie View A&M University has estimated its special item needs for the 1984-85 biennium for these purpose to be $1,000,000.

If by fall 1985 Texas Southern University and Prairie View A&M University's fulltime student equivalent white enrollments have not increased by at least 150 students each, based on fall 1982 enrollment, additional steps will be taken to foster desegregation at these

institutions. Such additional steps as will be necessary will be identified by February 1986 and will be implemented by fall 1986.

A. Equalization of the Proportions in Which Black, Hispanic and White High School Graduates Enter Public Community Junior Colleges, the Texas State Technical Institute and Public Senior Colleges and Universities

The State commits itself to strive to achieve the objective that both the proportion of black high school graduates and the proportion of Hispanic high school graduates throughout the state who enter two-year and four-year undergraduate public higher education institutions, taken as a whole, at least be equal to the proportion of white high school graduates throughout the state who enter such institutions. Further, the State commits itself to develop a method for monitoring the progress of the institutions in achieving this goal.

One of the most important steps toward increasing minority enrollments at the college level is to increase the size of the pool of qualified high school graduates. Among the Mexican-American population, this is dependent upon the students learning to speak and function academically in English. The 1981 session of the Legislature enacted the Bilingual Education Act to require all school districts to provide bilingual education in grades K-Elementary in schools with significant numbers of students from non-English speaking backgrounds. While this will promote an increase in the pool of Hispanic high school graduates in the long run, the bill addressed the need for immediate assistance for many students by adding requirements for English as a second language in grades 9-12.

Table 7 shows the Texas high school graduates by ethnicity for the past ten years.

Table 7
Texas Public High School Graduates
by Ethnicity, 1972-73 through 1980-81

YEAR	American Indian Alaskan Native		Asian and Pacific Island		Black		Hispanic		White		TOTAL
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1972-73	217	.1	317	.2	18,857	12.2	24,932	16.2	109,206	71.1	153,529
1973-74	137	.1	344	.2	20,167	12.8	26,163	16.6	110,173	70.1	156,984
1974-75	238	.1	380	.2	20,435	12.8	27,115	17.0	111,319	69.7	159,487
1975-76	175	.1	565	.3	20,528	12.8	28,054	17.5	110,533	69.1	159,855
1976-77	210	.1	691	.4	21,456	13.1	29,062	17.7	112,155	68.5	163,574
1977-78	138	.1	834	.4	21,937	13.0	30,230	17.9	114,844	68.3	167,983
1978-79	155	.1	988	.5	22,391	13.2	31,194	18.5	113,790	67.5	168,518
1979-80	185	.1	1,159	.6	23,116	13.4	32,919	19.2	114,069	66.5	171,448
1980-81	201	.1	1,360	.8	23,494	13.7	33,879	19.7	112,731	65.7	171,665

In 1980, 171,665 persons were graduated from public high schools in Texas. First-time-in-college freshmen in public postsecondary institutions in Fall 1980 numbered 76,347. The 1980 high school graduates and first-time-in- college, full-time freshmen were distributed ethnically as indicated in Table 8.

Table 8

Comparison of Texas Public High School Graduates and First-Time-in-College, Full-Time Freshmen in Texas Public Higher Education Institutions by Ethnicity
Fall 1980

POPULATION	TOTAL NUMBER	WHITE		BLACK		HISPANIC		OTHER	
		NUMBER	PCT.	NUMBER	PCT.	NUMBER	PCT.	NUMBER	PCT.
1980 High School Graduates	171,665	112,731	65.7	23,494	13.7	33,879	18.0	1,561	0.91
Fall 1980 First-time-in-College Freshman	89,621	62,927	70.2	10,184	11.4	13,392	14.9	3,118	3.5

The first-time-in-college, full-time freshmen were distributed among the four sectors of public higher education in Fall 1980 as indicated in Table 9.

Table 9

First-Time-in College, Full-Time Freshmen, Texas Public Postsecondary System, by Sector and Ethnicity, Fall 1980

SECTOR	TOTAL	WHITE		BLACK		HISPANIC		OTHER	
		NUMBER	PCT.	NUMBER	PCT.	NUMBER	PCT.	NUMBER	PCT.
Total	89,621	62,927	70.2	10,184	11.4	13,392	14.9	3,118	3.5
TSTI	3,866	2,504	64.8	278	7.2	1,022	26.4	62	1.6
Junior Colleges	41,333	27,442	66.4	4,854	11.7	7,573	183	1,464	3.5
Senior Colleges & Universities	44,395	32,958	74.2	5,050	11.4	4,795	10.8	1,592	3.6
Medical, Dental, Nursing & Allied Health Schools	27	23	85.2	2	7.4	2	7.4	--	--

Table 10 shows the disparity between the proportions of black high school graduates and white high school graduates and their enrollment as first-time-in-college, full-time freshmen in Fall 1978. Corresponding data for Hispanics also is shown.

Table 10

Ethnic Group	1978 High School Graduates	Number FTIC Freshmen	Percent: FTIC Freshmen of Graduates	Percent Disparity	Full Parity	Additional Required To Achieve Full Parity
White	114,844	55,071	47.95	---	---	---
Black	21,937	7,667	34.95	13.0	10,518	2,851
Hispanic	30,230	11,062	36.59	11.36	14,495	3,433

During the five years of the plan the traditionally white senior institutions have adopted the goal of eliminating 2,432* of the 2,851 disparity between blacks and whites. It is the State's goal to eliminate the remaining disparity of 419 through the efforts of all other institutions which admit first-time-in-college freshmen. This goal is reflected in the policy statements of the various institutions.

During the five years of the plan the traditionally white senior institutions also have adopted the goal of eliminating 3,190* of the 3,433 disparity between Hispanics and whites. It is the State's goal to eliminate the remaining disparity of 243 through the efforts of all other institutions which admit first-time-in-college freshmen. This goal is reflected in the policy statements of the various institutions.

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* See Table 13

Table 11 compares the enrollment rates of black, Hispanic and white Texas high school graduates in the State's public community junior colleges and technical institutes in Fall 1978.*

Table 11

Disparities Between the Proportions in Which White Texas High School Graduates Entered Community Junior Colleges and T.S.T.I. in Fall 1978 and the Proportions in Which Blacks and Hispanics Entered Such Institutions

1977-78 High School Graduates			Fall 1978 FTIC Full-Time Freshman Enrollments		
Black	Hispanic	White	Black	Hispanic	White
21,937	30,230	114,844	3,640	6,590	22,797
Enrollment Proportions (Col. 2 vs. Col. 1)			Proportional Disparities		
Black	Hispanic	White	Black-White	Hispanic-White	
16.59%	21.80%	19.85%	3.26%	-0-%	

The State is confident that this modest disparity between the enrollment of blacks and whites will be eliminated during the next five years as the plan is implemented. This belief is based upon plans of the individual institutions, as well as upon the likelihood that effective statewide measures for their elimination will be found and adopted.

The institutional plans incorporated with this state plan contain self assessments in regard to the above goals. Identification of appropriate new measures to be employed in meeting these goals also is included.

* Please see III.B below for the rates, by ethnicity, in which Texas high school graduates entered the traditionally white senior institutions in Fall 1978.

B. Reduction of the Disparity Between the Proportions of Black and White, and Hispanic and White High School Graduates Who Enter Traditionally White Senior Institutions

The State commits itself to strive to reduce, by at least 50 percent, over a five-year period, the disparities between the proportion of first-time-in-college white high school graduates and white first- time undergraduate transfers from all Texas public postsecondary institutions, taken together, and the proportions of black and Hispanic high school graduates and first time undergraduate transfers from all Texas public postsecondary institutions, taken together, respectively, who enter the traditionally white senior institutions throughout the State.*

Table 12 shows the proportions in which 1977-78 black, Hispanic and white Texas high school graduates, and first-time transfers enrolled in the State's traditionally white senior institutions in Fall 1978.

Table 12

Disparities Between the Proportions in Which White Texas High School Graduates Entered Traditionally White Public Senior Colleges and Universities in Fall 1978, and the Proportions in Which Black and Hispanic High School Graduates Entered Such Institutions

1977-78 High School Graduates			Fall 1978 FTIC Freshman Enrollments		
Black	Hispanic	White	Black	Hispanic	White
21,937	30,230	114,844	2,977	4,427	41,058

Enrollment Proportions (Col. 2 vs. Col. 1)			Proportional Disparities	
Black	Hispanic	White	Black-White	Hispanic
13.57%	14.64%	35.75%	22.18%	21.11%

* Since high school graduates do not enter directly the upper-division institutions, the only entering students counted for such institutions are transfers.

Table 13 contains the specific five-year numerical goals for the traditionally white senior institutions.

Table 13

Institution	Fifth Year Institutional Plan Goals: New Black Enrollment	Fifth Year Institutional Plan Goals: New Hispanic Enrollment
Angelo State University	89	118
Corpus Christi State University	4	--
East Texas State University (incl. ETSU at Texarkana)	15	82
Lamar State University (incl. LU at Orange and LU at Port Arthur)	--	13
Midwestern State University	40	20
Moody College	6	12
North Texas State University	59	233
Sam Houston State University	108	182
Southwest Texas State University	173	356
Stephen F. Austin State University	142	187
Sul Ross State University (incl. SRSU Study Center at Uvalde)	13	--
Tarleton State University	38	22
Texas A&M University (Main Campus)	525	675
Texas Tech University	240	496
Texas Woman's University	--	36
University of Houston Central Campus	91	14
University of Houston at Clear Lake City	26	12
University of Houston Center at Victoria	2	--
University of Texas at Arlington	135	95
University of Texas at Austin	450	475

Institution	New Black Enrollment	New Hispanic Enrollment
University of Texas at Dallas	30	15
University of Texas at El Paso	90	--
University of Texas of the Permian Basin	10	5
University of Texas at San Antonio	80	--
University of Texas at Tyler	7	10
West Texas State University	59	132
Total	2,432	3,190

The State is confident that the traditionally white senior institutions, taken together, will accomplish the numerical goals shown above, thus reducing existing disparities by one half. This confidence is based upon provisions focusing on this objective in the institutional plans.

C. Equalization of the Proportions in Which Texas White, Black and Hispanic Recipients of Baccalaureate Degrees from Texas Public Institutions Enter Public Graduate and Professional Programs

The State commits itself to seek to achieve the objective that the proportions of black and Hispanic Texas graduates from state undergraduate institutions who enter graduate study or professional schools in the state system at least equal the proportion of white Texas graduates who enter such programs.

The problem of increasing the numbers and proportions in which black and Hispanic holders of the baccalaureate degree enter graduate and professional schools varies from institution to institution. For instance, institutions vary in type of location; some are situated in urban settings while others are located in small communities. The

institutions are distributed among the several geo-socio-economic regions of the state with the result that the institutions vary greatly in the number of black and Hispanic citizens living in their service areas. The culture in which the life of the institutions takes place varies widely from school to school in regard to ethnicity. Another influential variable is the level, range and mix of graduate course offerings and professional school offerings. The schools vary in size and resources.

Because of the great differences in the character, needs, and capabilities of the institutions which offer graduate and professional programs, the problem of increasing the numbers of blacks and Hispanics in those programs differs greatly from school to school. This difference in the nature of the problem from institution to institution calls for differences in measures to be employed in accomplishing the desired objective of increasing black and Hispanic enrollments. There can be no single model for measures which could be applied uniformly or effectively and efficiently at all institutions.

Texas public institutions which offer graduate and professional programs will institute and improve upon existing measures to increase the numbers and proportions of blacks and Hispanics who enter these programs. The range of such measures will include, among others: minority recruitment; counseling and guidance to encourage advanced education; involvement of minority alumni to assist in encouraging advanced education and recruitment; specially prepared recruiting literature focused upon minorities; graduate and professional school visitation at predominantly black schools and other schools with heavy minority enrollments; information programs aimed at potential minority graduate and professional students involving television, newspaper, and

radio; special efforts to acquaint potential black and Hispanic undergraduates with graduate and professional education opportunities at the several institutions; the use of standard graduate and professional admission test information concerning minorities; scholarships and fellowships; part-time teaching and research employment; the exchange of information on effective minority programs among institutions; the assessment of the effectiveness of various programs; and other such measures.

The State commits itself to conduct a study of present measures for increasing black and Hispanic graduate and professional enrollments in the traditionally white institutions. The institutions to be included in the study are the following: North Texas State University, Texas A&M University, Southwest Texas State University, Texas Tech University, The University of Texas at Austin, West Texas State University, East Texas State University, Texas Woman's University, The University of Texas at Arlington, the University of Houston Central Campus and the University of Houston Clear Lake City. Those institutions with a goal of 10 or more additional black or Hispanic students over the life of the plan were selected from Table 16 to be included in this study. The study will be conducted and its results communicated to the Department of Education within three months after approval of the plan by the Department of Education. Within an additional three months, the State will report to the Department more improved measures which the institutions have added to their plans to meet their graduate and professional recruitment goals.

The institutions will refine and improve their measures for increasing the participation of blacks and Hispanics in graduate and

professional schools. The State commits itself to report to the Department of Education annually during the life of the plan in more detail on specific measures employed by specific institutions; on their relative effectiveness; and on their improvement.

At both the graduate and first-professional levels, Texas institutions have a record which reflects the results of affirmative enrollment efforts by the institutions.

Table 14 shows a disparity of only 3.37 percent in the proportions of first-year graduate school enrollment for blacks and whites in Fall 1978. The disparity for whites and Hispanics was 12.85 percent.

Table 14

Proportions of White, Black and Hispanic Baccalaureate-Degree Recipients Entering Graduate Programs in Fall 1978

1977-78 Bachelor's Degrees Awarded			Fall 1978 1st-Yr. Graduate Students		
Black	Hispanic	White	Black	Hispanic	White
2,723	3,605	33,522	604	458	8,566
% Entering Graduate School			Enrollment Rate Disparities		
Black	Hispanic	White	Black-White	Hispanic-White	
22.18%	12.70%	25.55%	3.37%	12.85%	

Table 15 shows the even sharper reduction by Texas public professional schools in eliminating disparities. In 1978 the 1.28 percent disparity between blacks and whites and the less than one percent disparity between Hispanics and whites were negligible.

Table 15

Proportions of White, Black and Hispanic
Baccalaureate-Degree Recipients
Enrolling in First-Professional Programs

1977-78			Fall 1978		
Bachelor's Degrees Awarded			1st-Yr. 1st-Professional Students		
Black	Hispanic	White	Black	Hispanic	White
2,723	3,605	33,522	115	174	1,843
Professional School			Enrollment Rate Disparities		
Black	Hispanic	White	Black-White		Hispanic-White
4.22%	4.83%	5.50%	1.28%		0.67%

The above statistics indicate that institutions of the Texas system have established an extremely positive record of minority student enrollment at both the first-year graduate and first-professional levels. The institutional initiatives contained in this state plan are expected to result in even more progress in this area.

Table 16 contains specific five-year numerical goals for traditionally white senior institutions. The methodology used to calculate these goals appears in Appendix Q.

Despite the fact that according to more recent figures 29 percent of the black students graduating from undergraduate institutions in Texas go on as full-time students in graduate schools within this state, compared to 18 percent of the white students going on to graduate studies, and despite the fact that the state is not required by Department of Education standards to add additional goals because no deficiencies currently exist, the State of Texas, commits our institutions to the goal, over the life of the plan, of admitting an additional 50 blacks and 50 Hispanics to our traditionally white professional schools and to admitting an additional 240 blacks to our traditionally white

graduate schools. We are willing to agree to these figures as a goal above the Department of Education requirements in order to further the goals of desegregation.

Appendix R contains annualized goals for graduate and professional students over the five years of the plan.

Table 16

Institutional Fifth-Year Numerical Goals of Traditionally Non-Black Senior Colleges and Universities for Increasing Black and Hispanic Graduate and First Professional Enrollments
(Asterisk indicates none)

	FIFTH-YEAR INSTITUTIONAL PLAN GOALS			
	BLACK		HISPANIC	
INSTITUTION	FIRST GRADUATE	PROF.	FIRST GRADUATE	PROF.
East Texas State University	*	*	27	*
Lamar University	**	*	2	*
Midwestern State University	*	*	1	*
North Texas State University	31	*	88	*
Pan American University	*	*	*	*
Stephen F. Austin State University	2	*	9	*
Texas A&M University	34	6	54	11
Tarleton State University	*	*	2	*
Angelo State University	*	*	*	*
Sam Houston State University	*	*	3	*
Southwest Texas State University	26	*	25	*
Sul Ross State University	2	*	*	*

* None
** Less than 1

INSTITUTION	BLACK FIRST GRADUATE	BLACK PROF.	HISPANIC FIRST GRADUATE	HISPANIC PROF.
Texas Tech University	31	6	45	9
Texas Woman's University	3	*	31	*
University of Texas - Arlington	*	*	16	*
University of Texas - Austin	65	10	67	2
University of Texas - Dallas	3	*	6	*
University of Texas - El Paso	3	*	*	*
University of Texas - Permian Basin	*	*	1	*
University of Texas - San Antonio	3	*	*	*
University of Texas - Tyler	*	*	4	*
University of Houston - Central Campus	*	4	13	*
University of Houston - Clear Lake City	8	*	22	*
University of Houston - Victoria	*	*	1	*
Corpus Christi State University	3	*	*	*
Laredo State University	*	*	*	*
Texas A&I University	*	*	*	*
West Texas State University	18	*	30	*
University of Texas Health Science Center, Dallas	3	4	4	6
University of Texas Health Science Center, Houston	*	4	7	8
University of Texas Health Science Center, San Antonio	5	7	4	*
University of Texas Health Science Center, Medical Branch	*	6	1	8
Texas College of Osteopathic Medicine	*	3	*	6
Total	240	50	463	50

D. Reduction of the Disparity Between the Proportions of Whites and Blacks, and Whites and Hispanics Who, After Entering Two-Year, Four-Year, Upper-Division and Graduate and Professional Programs, are Graduated

The State commits itself to reduce any disparity between the proportions of black students and Hispanic students and the proportion of white students completing and graduating from the two-year, four-year and graduate (and professional) state higher education institutions.

The State of Texas agrees to the following commitments in connection with retention of minority students. The Coordinating Board will collect the OCR B-5 reports for students enrolling in Fall 1982 and Fall 1983 and make a one-year comparison to determine where significant disparities exist. This comparison will be completed by the end of November, 1983 (within one month after the submission of the fall semester 12th class day reports). Significant disparity will be defined as a 25 percent difference.

In those schools in which significant disparity is identified from this comparison, the OCR B-6 forms will be used to determine the reasons and causes for the disparity in attrition between minority students and white students. This study will be completed by January 31, 1984, and annually thereafter B-5 and B-6 forms will be filed.

By March 1, 1984, an analysis of the B-6 surveys will have been completed and the Coordinating Board will identify additional remedies needed to address the reasons and causes for differences in attrition rates.

The state and the institutions involved will begin to implement additional remedies to reduce the differences in attrition rates as soon as possible thereafter, but not later than the fall of 1984.

E. Expansion of Mobility Between Two-Year and Four-Year and Upper Division Institutions

The State for many years has been committed to expanding student mobility between two-year and four-year institutions. The State commits itself to continue and to increase this effort. The Coordinating Board, in cooperation with the public community junior colleges and the public senior colleges and universities, for many years has sought to facilitate the transfer of students between institutions with a minimum loss of credit. A major focus in this effort has been the promotion of the Coordinating Board's Core Curriculum Policy adopted in 1967. It is currently being revised for majors in 14 areas. The Board already has adopted two of the updated curricula.

The purpose of the Core Curriculum Policy is to simplify and facilitate the transfer of credits among all elements of the public higher education system of Texas. The articulation work is performed by discipline-area committees. The committees, appointed by the Commissioner of Higher Education, are comprised of representatives of the community junior colleges and the public senior colleges. The Coordinating Board furnishes staff support to the committees.

In addition to the work of these articulation committees, a high degree of interaction occurs between individual junior and senior institutions in an effort to solve problems associated with the transfer of credits. Almost all college credits earned with a grade of "C" or better in a college-transfer program of a Texas public community college are transferable to a public senior college or

university, regardless of whether or not the student has completed the work required for the associate degree.

In recent years an increasing portion of technical and vocational credits also has been accepted for transfer.

On May 1, 1981, the first statewide conference on core curriculum and transfer of credit was sponsored by the Coordinating Board. The purpose of the conference was to discuss transfer of credit issues between junior colleges and universities and to conduct four workshops on new core curricula. The facilitation of minority student transfers was a key objective of the conference. This is reflected in the following excerpt from Commissioner Ashworth's April 6, 1981, letter announcing the conference:

> We expect this increased attention to the elimination of transfer problems to assist senior institutions substantially in the recruitment of minority transfer students.
>
> In addition to the Core Curriculum workshops, the recently appointed Advisory Committee for transfer of credit issues will hold a hearing on transfer problems, including those of minorities.

Members of the committees designing the new core curricula and members of the Coordinating Board staff conducted the workshops to furnish administrators and other educators with information for smooth and effective implementation of the new core curricula.

Table 17 shows the small gains made by blacks and the decline among Hispanics in the proportion of the total transfers from two-year institutions to junior standing in the senior institutions from academic year 1976-77 to academic year 1979-80. However, all groups have been affected by the numerical decline in transfers. The fact that Texas economy improved during these years contributed to the decline in transfers as job opportunities provided an alternative to potential students.

Table 17

Transfers from Texas Public Community Colleges to Junior Standing in Texas Public Upper-Level Institutions and Four-Year Senior Colleges and Universities

ACADEMIC YEAR	WHITE		BLACK		HISPANIC		OTHER		TOTAL
	NO.	PERCENT	NO.	PERCENT	NO.	PERCENT	NO.	PERCENT	
1976-77	7,655	71.2	555	5.2	2,990	21.3	246	2.3	10,735
1977-78	6,865	75.2	633	6.9	1,356	14.9	269	2.9	9,123
1978-79	6.267	73.4	561	6.6	1,371	16.1	343	4.0	8,542
1979-80	5,375	74.4	498	6.9	1,123	15.5	226	3.1	7,222
1980-81	5,555	73.1	556	7.3	1,169	15.4	322	4.2	7,602

The State is committed to a continuation of its present policy of expanding the mobility of minority and other students between the two-year and four-year public institutions.

IV. Increasing the Numbers and Proportions of Blacks and Hispanics in Faculty, Staff and Administrative Positions in Two-Year and Four-Year Institutions

Texas has met its commitment in the agreement reached in January 1981 to have in place Affirmative Action plans at all public institutions of higher education in the state. These plans have been developed by 107 colleges and universities in close cooperation with the U.S. Department of Labor. Of the 107 affirmative action plans in place, 95 have been accepted by the Department of Labor as containing all of the format components which are specified in Executive Order 11246. An additional 12 are nearing final format clearance by DOL.

The procedures followed by DOL in working with the Texas colleges and universities are part of formal memoranda of agreement executed between the DOL and the Coordinating Board, Texas Colleges and Universities, and the DOL and the U.S. Department of Education.

No other state in the country has such affirmative action plans in place in every public college and university. This will have a positive effect upon the recruitment and hiring of minorities in all Texas institutions of higher education.

However, in view of the court order of March 24, 1983, requiring Texas to be "in full conformity with the Criteria and Title VI", Texas agrees further to require every institution to amend its existing affirmative action plan to add the additional requirements of the Office for Civil Rights under the criteria of the Adams case as set out below.

Texas is committed to the goal of increasing the number and proportion of black and Hispanic employees throughout its higher education system. To this end, each two-year, and four-year Texas public college and university, as well as all other state higher education entities, will develop and implement institutional plans that will consist of the goals and commitments stated below, and measures that will include but not be limited to those of the type identified below. Plans that meet these conditions in all respects will be submitted to the Office for Civil Rights and made part of this statewide plan within six months of date of formal acceptance of plan.

A. Goal and Commitments

Each institutional plan will include the following goals and commitments:

1) The goal that the proportions of black and Hispanic faculty, administrators, and governing board staff members in positions not requiring the doctoral degree shall be equal to at least the respective proportions of black and Hispanic students graduating with master's degrees in the appropriate disciplines from institutions within the state system, or to the respective proportions of blacks and Hispanics in the relevant labor market,* whichever is greater. The plan shall include current data showing the number and percentage of blacks, Hispanics, non-Hispanic whites, and others holding such positions at the institution and the disparities, if any, between black and Hispanic representation in the current work force and the goal described above.

2) The goal that the proportions of blacks and Hispanics among faculty, administrators, and governing board staff in positions requiring the doctoral degree shall at least equal the respective proportions of blacks and hispanics in the relevant labor market. The plan will include data showing the numbers and proportions of blacks, Hispanics, non-Hispanic whites, and others holding such positions and the disparities, if any, between black and Hispanic representation in the current work force and the goal described above.

3) The goal that the proportions of blacks and Hispanics among non-academic personnel at the institution shall be at least equal to the respective proportions of blacks and Hispanics in the relevant labor market.

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* In each instance in which reference is made to a labor market, it will be defined precisely in geographical terms, and the proportions of black and Hispanic individuals with the requisite credentials residing in that area will be specified.

4) A commitment that until the foregoing goals are met for faculty and administrative positions, the proportions of blacks and Hispanics hired shall at least equal the respective proportions of blacks and Hispanics in the relevant labor markets.

5) Annual numerical goals that will result in the achievement of the foregoing during the life of the plan. The number and percentage of blacks and Hispanics in the 1982-83 work force will be used as base figures. The numerical goals and timetables will reflect annual increases in the numbers and proportions of blacks and Hispanics in all job categories until disparities are eliminated.

B. Measures

To achieve these above stated goals and commitments the school will undertake such measures as the following:

1) A detailed description of the actions that will be taken to identify and recruit qualified black and Hispanic candidates for each job vacancy. This will include a schedule of activities, the resources to be devoted to these activities, and identification of the responsible individual(s).

2) Faculty development programs that permit release time for black and Hispanic faculty to enable them to obtain terminal degrees.

3) Advertisement of vacancies with black and Hispanic professional organizations and at institutions with a significant number of black and Hispanic graduate and professional students.

4) Participation in cooperative efforts with other State institutions to recruit, employ and upgrade black and Hispanic individuals, e.g., sharing vacancy announcements and applicants' vitas (with their permission), providing training to black and Hispanic employees to enable them to attain degrees and upgrade their skills.

5) Participation in faculty exchange programs designed to increase desegregation.

C. Statewide Oversight and Coordination

To ensure the successful development and implementation of each institutional plan, the Coordinating Board will:

1) Provide leadership and coordination at the State level in developing the institutional cooperative efforts described above.

2) Oversee the development and implementation of institutional plans and to monitor plan implementation.

3) Collect annually from the institutions and other appropriate public higher education entities those components of the OCR reporting system which pertain to employment. The Coordinating Board will aggregate and monitor these reports and provide OCR with copies of them and with copies of the aggregated information. The Coordinating Board further will undertake to urge institutions to achieve their stated goals.

V. Increasing the Numbers and Proportions of Blacks and Hispanics Appointed or Elected to Systemwide and Institutional Governing Boards

The State recognizes that the rates of participation of black and Hispanic persons as members of coordinating and governing boards in the Texas public higher education system tend to be lower than the proportion of these two ethnic groups in the general population of the State. The State will strive, within the practical and legal limits of its capabilities, to increase the proportions of blacks and Hispanics on such boards.

However, the Department should recognize the fact that in Texas the governing and coordination functions are separated, and that governance is extremely decentralized. The Coordinating Board, Texas College and University System, is required by statute to coordinate certain functions of the public community colleges and the senior institutions. The Coordinating Board has no governing authority. Governance is the sole responsibility of governing boards.

The Coordinating Board was created by the Texas Legislature in 1965 for the purpose of achieving excellence in college education through the efficient and effective utilization and concentration of all available resources and the elimination of duplication of costly program offerings, facilities and physical plants. Principal among the coordination elements of the Boards' statutory mission are the following:

- Develop and recommend formulas to the Governor and the Legislative Budget Board for use in determining Legislative appropriations for the adequate and equitable financing of public institutions of higher education.
- Prescribe a uniform system of reporting for institutions of higher education.
- Recommend policies concerning the establishment, discontinuance or combining of public senior institutions.
- Prescribe changes in the role and scope of public colleges and universities.
- Approve or disapprove requests for new degree and certificate program and administrative changes.
- Authorize the creation of public junior college districts and adopt standards for the operation of public junior colleges.
- Recommend policies concerning the establishment, discontinuance or combining of public medical, dental or other health-related institutions.

The Coordinating Board has only the specific authority assigned by the Legislature and no implied powers of governance over higher education. Of the 12 appointments to the Coordinating Board made by the Governor in the past two years, two have been Hispanics and one black.

Each of the 15 public senior college governing boards has nine members, all appointed by the Governor. The ethnicity of these 135 board members is shown in Table 18. Mr. Mack H. Hannah of The University of Houston Board of Regents was recently elected as the first black chairman of the governing board of any predominantly white Texas university.

Governing board members of Texas public community colleges are elected by the voters of their respective districts. The 47 governing boards include 376 members. The ethnic distribution of these board members is reflected in Table 19.

The nine-member Texas State Technical Institute governing board is appointed by the Governor. The T.S.T.I. board in October 1982, included seven whites, one black and one Hispanic.

Since assuming office in January 1983, Governor White has already appointed five minority members to senior level university Boards of Regents.

Table 18

Ethnic Composition of Governing Boards of
Public Senior Institutions*, October 1982

INSTITUTION	NUMBER OF MEMBERS	ETHNIC COMPOSITION		
		WHITE	BLACK	HISPANIC
East Texas State University	9	9	0	0
Lamar University	9	9	0	0
Midwestern University	9	9	0	0
North Texas State University	9	9	0	0
Pan American University	9	5	0	4
Texas State University System	9	9	0	0
Stephen F. Austin State University	9	9	0	0
Texas A&M System	9	8	1	0
Texas Southern University	9	3	6	0
Texas Tech University	9	9	0	0
Texas Woman's University	9	9	0	0
University of Houston System	9	8	1	0
The University of Texas System	9	9	0	0
University System of South Texas	9	6	0	3
West Texas State University	9	9	0	0
Total	135	120	8	7

* Included are all public medical institutions

Table 19

Ethnic Composition of Governing Boards of
Texas Public Community Junior Colleges, October 1982

INSTITUTION	NUMBER OF MEMBERS	ETHNIC COMPOSITION			
		WHITE	BLACK	HISPANIC	OTHER
Alvin Community College	9	9	0	0	0
Amarillo College	9	9	0	0	0
Angelina College	7	7	0	0	0
Austin Community College	9	5	2	2	0
Bee County College	7	6	0	1	0
Blinn College	7	7	0	0	0
Brazosport College	9	9	0	0	0
Central Texas College	7	7	0	0	0
Cisco Junior College	9	9	0	0	0
Clarendon College	9	9	0	0	0
College of the Mainland	7	6	1	0	0
Cook County College	7	7	0	0	0
Dallas County Community College District	7	6	1	0	0
Del Mar College	9	7	0	2	0
El Paso County Community College District	7	6	0	1	0
Frank Phillips College	9	9	0	0	0
Galveston College	9	7	1	1	0
Grayson County College	7	7	0	0	0
Henderson County Junior College	9	9	0	0	0
Hill Junior College	11	11	0	0	0
Houston Community College	9	5	3	1	0
Howard College at Big Spring	7	7	0	0	0
Kilgore College	9	9	0	0	0
Laredo College	9	1	0	8	0
Lee College	9	9	0	0	0

Texas Public Community Junior Colleges
Ethnic Composition of Board Members
(continued)

INSTITUTION	NUMBER OF MEMBERS	ETHNIC COMPOSITION			
		WHITE	BLACK	HISPANIC	OTHER
McLennan Community College	7	6	1	0	0
Midland College	9	7	1	1	0
Navarro College	7	7	0	0	0
North Harris County College	7	7	0	0	0
Odessa College	9	9	0	0	0
Panola Junior College	7	7	0	0	0
Paris Junior College	9	7	2	0	0
Ranger Junior College	9	9	0	0	0
Alamo Junior College District	7	3	1	3	0
San Jacinto College	7	7	0	0	0
South Plains College	7	7	0	0	0
Southwest Texas Junior College	7	5	0	2	0
Tarrant County Junior College Dist.	7	6	1	0	0
Temple Junior College	9	8	0	1	0
Texarkana Community College	9	9	0	0	0
Texas Southmost College	7	3	0	4	0
Tyler Junior College	9	9	0	0	0
Vernon Regional Junior College	7	7	0	0	0
Victoria College	7	7	0	0	0
Weatherford College	7	7	0	0	0
Western Texas College	7	7	0	0	0
Wharton County Junior College	8	8	0	0	0
Total	376	335	14	27	0

It is the statutory responsibility of the Governor to appoint the members of the 15 senior institutional governing boards and the TSTI board. The Governor has indicated a commitment to increase the participation of black and Hispanic Texans on these boards as vacancies occur.

Since members of governing boards of the public community junior colleges are elected by the citizens of the districts, the best way of increasing minority representation on these boards is for political parties and community organizations to encourage minority candidates to seek such elected positions.

VI. Monitoring and Reporting on the Implementation of the Texas State Plan

Following approval of this plan by the Department, State officials are committed to provide to the Department by August 15 of each year, a comprehensive narrative assessment of efforts by Texas to diminish or eliminate deficits in the participation rates of blacks and Hispanics in the activities and benefits of the Texas public higher education system. This annual assessment will cover the most recent academic year. The assessment will include a description of the specific resources (including funding) which have been made available to achieve plan objectives, a description of the results, an analysis of why certain steps may have proved inadequate or insufficient and a description of the steps the State will take to achieve progress and to maintain the timetables set forth herein or to be established.

After having considered the reporting procedures of the Office for Civil Rights and the level of detail required, we do not feel it is

practicable for Texas to devise a separate statistical reporting system. Therefore, we are willing to accept the OCR reporting series. Both parties understand that modifications and changes in the reporting system may be made based on our mutual experience with their usefulness. In addition, in view of the very heavy reporting burden placed upon the State, particularly upon the colleges and universities, and the resulting costs of such reporting requirements, we believe both parties should be willing to consider longer reporting periods on some of the materials to be collected. That is, we believe, along with other states involved with reporting procedures under this program, that improvements and simplifications in the reporting system are possible and we are sure OCR agrees that where such improvements are possible, they should be made in order to reduce the overhead costs of state agencies, and particularly of the colleges and universities.

VII. Conclusion

In conclusion, the State would reaffirms its dedication to operating its higher education system in a manner that fully complies with the mandate of Title VI. Though it has made steady progress in eliminating ethnic disparities, the State feels this plan sets out in concrete fashion how further progress can be achieved.

181

THE ATTORNEY GENERAL OF TEXAS
AUSTIN, TEXAS 78711

Mark White
ATTORNEY GENERAL

January 14, 1981

The Honorable Cynthia G. Brown
Assistant Secretary for Civil Rights
United States Department of Education
Washington, D.C. 20202

Dear Ms. Brown:

I am aware of the fact that since April 1978, the Office for Civil Rights (OCR) of the United States Department of Education has been conducting a statewide review of higher education in Texas under the authority of Title VI of the Civil Rights Act of 1964. I am also aware of the fact that OCR interprets Title VI as requiring states that formerly operated de jure racially dual systems of public higher education to take action to overcome the effects of any prior discrimination as a condition for receiving federal financial assistance.

As the chief legal officer of the State of Texas, I am responsible for advising state agencies and instrumentalities of their responsibilities under state and federal law. In this capacity, and in an effort to settle any differences Texas may have with your office without resort to enforcement proceedings or litigation, I have been meeting with Boards of Regents, Chancellors, and Presidents of Texas Higher Education Systems to review with them the provisions of Title VI and of the regulations and criteria issued pursuant to that statute.

As a result of these conversations, education leaders of this state have initiated additional and expanded activities, supplementing those already underway, to assure equality of educational opportunity. Policy statements and descriptions of the existing, additional and expanded activities of various higher education systems are attached to this letter.

I recognize that the progressive steps reflected in the commitments recently adopted by these systems are sufficiently complete for OCR to give only provisional approval to them as constituting an acceptable state-wide desegregation plan. In order to complete an acceptable desegregation plan, by May 15, 1981, I will transmit additional materials, described in this letter and its attachments, which will embody further

commitments for additional actions necessary to assure that the Texas systems of public higher education have fully complied with Title VI, and on or about June 15, 1981, I will transmit a report containing additional information on the specific steps that will be undertaken to implement further all of the commitments. In light of these commitments, I believe that your office has a sufficient basis to deem these policies and programs provisionally acceptable under Title VI.

A review of current policies and programs will establish that, although vestiges of Texas' former de jure segregation remain, higher education institutions are making progress toward full compliance with the Constitution and with Title VI. Implementation of the additional commitments embodied in the recently adopted resolutions, plans, and letters I enclose will accelerate this progress toward full compliance. To the extent that the implementation steps now underway and about to be launched together with the additional steps I will transmit to you do not prove effective in achieving equal education objectives, these institutions and this office will undertake new or additional measures.

The steps initiated by the Texas systems provide all concerned with an opportunity to establish a new and constructive relationship between the federal and state governments. It would be wasteful of federal and state resources if the federal government were to ignore the measures now underway in Texas and instead to insist on the initiation of enforcement proceedings. Not only would a protracted enforcement proceeding foster adversarial relationships, it would also divert our attention and energies away from the major task of expanding educational opportunities. The task of expanding opportunities for all the students of Texas will require a positive working relationship between federal and state governments. The initiation of enforcement proceedings would only make our complex task even more difficult.

Furthermore, resort to enforcement proceedings is unnecessary. The leaders of our public institutions of higher education are energetically getting on with the job. Should Texas not continue to register progress toward full compliance, the federal and state governments would remain free to commence such legal proceedings as either believes appropriate and necessary at that time.

Let me review for you the steps which have been taken by systems of higher education since your office completed its last field visit.

The State of Texas is committed to the goal of organizing and operating its systems and institutions of higher education in a manner that promises realistically to overcome the effects of past discrimination and to disestablish the dual

system, and which assures that students will be attracted to each institution on the basis of educational programs and opportunities uninhibited by past practices of segregation. As part of this commitment, we have defined the mission of each institution on a basis other than race; we will transmit appropriate mission statements to OCR in February, 1981.

The Board of Regents of the three largest university systems in the State--the University of Texas System, the Texas A&M University System, and the University of Houston System--recently made express commitments to the goals described above. The resolutions of the three Boards, adopted in December 1980 and January 1981, are attached (Attachments A, B and C).

There are two traditionally black institutions in Texas, Prairie View A&M University and Texas Southern University. To initiate the process of enhancement of these intitutions, the Legislative Budget Board */ has approved the creation of a $20 million Education Excellence Fund. These monies would be over and above the regular budgets for Prairie View and Texas Southern University, and would be available for the two institutions to fund improvements including quality and range of program offerings; number and quality of faculty; student services and financial assistance. The decision of the Legislative Budget Board is reflected in the attached letter of December 30, 1980 from the Lieutenant Governor (Attachment D).

Increases in next year's budgets are only the first steps in Texas' effort to enhance its two traditionally black institutions. The Board of Regents of the Texas A&M University System has committed to undertake specific steps to strengthen Prairie View A&M University to enable that institution to fulfill its defined role and mission. The Chancellor of Texas A&M University was directed to prepare a detailed plan on these matters which I will transmit to your office by April 15, 1981 (Attachment B).

The President of TSU, who has only recently assumed his post, has launched a planning process for the long-term enhancement of that institution. TSU intends to allocate several hundred thousand dollars from the Education Excellence Fund to finance a comprehensive study of TSU's program

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* The Legislative Budget Board is composed of the Lieutenant Governor, the Speaker of the House of Representatives, the Chairman of the Senate Finance Committee, the Chairman of the House Appropriations Committee, the Chairman of the State Affairs Committee, and the Chairman of the House Ways and Mean Committee.

requirements, of TSU's relationships with the University of Houston and with Prairie View A&M University, and of TSU's resource and service needs as an urban university. This study will result in a report that will specify the commitments necessary to strengthen the role of TSU to enable it to fulfill its mission and will consider specific improvements in physical plant and equipment, quality and range of program offerings, number and qualifications of faculty, student services, and financial assistance. By May 15, 1981, the TSU Board of Regents is expected to have approved the proposal for this study, and I expect to be able to transmit an interim report, which will include an assessment of physical plant, plus a schedule for the completion of the study and the steps to implement the results. Quarterly interim reports will be transmitted thereafter, with a final report expected on or about July 1, 1982. As indicated elsewhere in this letter, it is anticipated that in the intervening period enhancement at TSU will proceed under the Education Excellence Fund and proposals for development of the TSU law school.

Another area of concern is the elimination of educationally unnecessary program duplication among traditionally black and traditionally white institutions in the same service area. In Texas, we have identified two such service areas -- one involving Texas A&M University and Prairie View A&M University, the other involving the University of Houston, Texas Southern University, and Prairie View A&M University (which offers a number of programs in Houston). With regard to the Texas A&M University/Prairie View situation, the Board of Regents has committed itself to eliminate educationally unnecessary program duplication within the system. The Chancellor was directed to prepare a detailed plan on these matters which I will transmit to you by April 15, 1981 (Attachment B).

In the Houston area, we have also begun a process for eliminating educationally unnecessary program duplication. In December 1980, my representatives and I met with leaders of the three affected universities and discussed the legal implications of the current situation in Houston in light of recent court decisions. There ensued a most positive discussion reviewing the program activities of the three institutions in the Houston area. Agreement was reached to convene a second meeting to focus on specific areas of program duplication. A summary of this first meeting and the agenda for the second meeting are attached (Attachment E).

The Board of Regents of the Texas A&M University System has adopted a resolution to "undertake specific steps ... to consider placing new programs at Prairie View A&M University consistent with its defined role and mission" (Attachment B). The Presidents of the University of Houston, Texas Southern University, and Prairie View A&M University have made an initial commitment to give priority consideration to placing

proposed new undergraduate, graduate or professional degree programs and courses of study with Prairie View and Texas Southern University to the extent consistent with the missions of the two universities.

While these planning and development activities have been proceeding, other steps have been initiated by the President of Texas Southern University to strengthen TSU's Law School and to enhance its capacity to attract students on the basis of educational programs uninhibited by past practices of segregation. At a recent meeting, the President of TSU and a leading member of the Houston Bar agreed to develop a number of proposals whereby practicing attorneys, expert in a variety of legal areas, would lecture and conduct regular classes at the Law School. In addition, they agreed to explore summer placements for faculty and students with prominent area law firms. A status report on these activities is contained in the letter of January 5, 1981 from the President of TSU (Attachment F).

By May 15, 1981, I will seek to transmit the commitments of appropriate state officials that the State will operate the State system and its institutions in a manner consistent with the achievement of full compliance with Title VI, and that OCR will be kept informed of proposed major changes in the mission or the character of any institution within the State system.

The traditionally black colleges and universities of Texas have made substantial contributions to the state's economic and social vitality in years past, successfully demonstrating their ability to educate less advantaged and less prepared students. I feel confident that as a result of the conscientious implementation of the programs described herein, these universities will make even greater contributions in the near future, as they train students of all races for the challenges that will inevitably face the state and nation.

The state of Texas is committed to the goal of assuring that its systems and institutions provide an equal education opportunity, are open and accessible to all students, and operate without regard to race and on a desegregated basis. The December 1980 and January 1981 resolutions of the Boards of Regents of the University of Texas System, the Texas A&M University System, and the University of Houston System detailed their commitment on behalf of the three largest state university systems (Attachments A, B and C).

In furtherance of this goal, and without adopting any quotas for specific groups, the following will be vigorously pursued as objectives to be met by no later than Fall 1986. We will strive to achieve the objective that both the proportion of black high school graduates and the proportion of Hispanic high school graduates throughout the state who enter two-year and four-year undergraduate public higher education institutions, taken as a whole, at least be equal to the proportion

of white high school graduates throughout the state who enter such institutions. The various systems will further strive to reduce by at least 50 percent the disparities between the proportion of white high school graduates entering traditionally white four-year and upper division undergraduate public higher education institutions in the state and the proportions of black high school graduates and Hispanic high school graduates entering such institutions in the state. (The term "entering" as used here includes first time transfers from two-year and other institutions.)

In addition, the graduate and professional schools of the various systems will seek to achieve proportions of black and Hispanic Texas graduates from undergraduate institutions in the state system who enter graduate study or professional schools in the state system at least equal to the proportion of white Texas graduates from undergraduate institutions in the state system who enter such schools. And we will strive to increase the proportion of white students and the proportion of Hispanic students entering traditionally black institutions, while reducing any disparity between the proportions of black students and Hispanic students and the proportion of white students completing and graduating from the two-year, four-year and graduate state higher education institutions. Finally, mobility between two-year and four-year institutions will be expanded.

The necessity of achieving progress in all of these areas has been discussed at the meetings my representatives and I have held with university officials and is enthusiastically supported by these officials, as reflected in their recent decisions and actions. The efforts of these officials to date have focused on those objectives we regard as most immediately critical. The three largest university systems in the state--the University of Texas System, the Texas A&M University System and the University of Houston Sytem--have developed detailed plans over the last several weeks for the recruitment and retention of qualified black and Hispanic students (or white and Hispanic students at Prairie View A&M) at most of their various campuses (Attachments G, H and I). "Recruitment" as used here refers to recruitment from both high schools and two-year community colleges.

Each of the plans contains specific numerical goals to be reached at the entering undergraduate level by Fall 1986, as well as interim numerical goals and detailed methods of achieving the goals. Each plan, moreover, involves expenditures of additional sums of money in such areas as student recruitment, compensatory instruction, counseling and financial aid. These plans were developed by the campuses themselves and reflect a commitment at each campus to intensify recruitment and retention of qualified black and Hispanic students.

The remaining campuses will submit similarly detailed recruitment and retention plans by March 31, 1981, pursuant to directions from their respective Boards of Regents (Attachment A, B and C). To assist other major Texas two and four-year institutions in developing similar plans, my representatives have been working with statisticians and with your staff to generate reliable data on a campus by campus, geographic service area basis regarding the numbers of additional black and Hispanic students that each campus will need to recruit each year if these institutions and the state as a whole are to meet their goals. I will transmit by May 15, 1981 recruitment and retention plans necessary for these institutions to meet their goals.

Finally, with regard to graduate and professional study, we are similarly working to generate data that will tell us the nature, scope and location of problems in this area. As soon as this statistical information becomes available, I plan to convene a meeting of the Chancellors and Presidents of the systems and institutions offering graduate and professional schools to review the results of this survey with them. Based upon the statistical survey and upon a review of this situation by the systems involved, these systems and institutions will develop specific numerical goals and timetables for each institution and each major field of graduate and professional study, which I will transmit to you by May 15, 1981. The Chancellors and Presidents of the three largest systems have already advised me that they are prepared to adopt additional measures to recruit greater numbers of black and Hispanic students for graduate and professional study.

Medical schools of the University of Texas System have already adopted recruitment and retention programs. These expanded programs, as well as current activities, are described in attachments to this letter.

The State of Texas is committed to the goal of increasing the numbers and proportions of black and Hispanic employees, academic and non-academic, throughout the public institutions of higher education in the state. In striving to achieve this goal, the institutions have for many years been working with the federal government, currently represented by the United States Department of Labor, to ensure full equality in employment opportunities at all levels. I will seek to obtain commitments from appropriate officials that all four-year public institutions of higher education in Texas will adopt plans for increasing the numbers and proportions of black and Hispanic faculty, staff, and administrators they employ unless they can demonstrate the absence of disparities between the existing racial composition of their faculties, staff, and administrators and the racial composition of their relevant labor market areas. Steps will also be taken to assist two-year institutions to develop employment plans meeting the standards of the Department of Labor, where needed.

As was recognized by the three largest systems, there is a correlation between a university's black and Hispanic faculty and administrators and its ability to recruit and retain qualified black and Hispanic students. This correlation has led the three university systems to move beyond compliance with Department of Labor standards and to begin development of interim measures for increasing the presence of black and Hispanic faculty and administrative personnel, including the use of visiting professors and joint appointments. These institutions will develop detailed programs (Attachments A, B and C) which I will transmit to you by April 15, 1981. I will bring to the attention of other systems and institutions what these three institutions undertake to do, and I will encourage them to undertake similar actions.

The commitments already made by the three largest Texas university systems and the steps outlined herein persuade me that Texas will make substantial progress toward each of the goals described herein by Fall 1983.

I will seek to obtain the commitment of appropriate state officials to provide to OCR by August 15 of each year a comprehensive narrative assessment of Texas' desegregation efforts in the most recent academic year, including a description of the specific measures (including funding) which have been taken to achieve our objectives; a description of the results achieved; an analysis of the reasons why any steps taken proved inadequate or insufficient; and a description of the steps the State will take to achieve progress and to maintain the timetables set forth herein or to be established. In order to maintain our unprecedented, cooperative working relationship, and to allow Texas and OCR to keep track of the progress we are making, I will further be pleased to consult with appropriate state officials and OCR to develop an acceptable, compatible, and consistent format and content for annual statistical reports that will meet the needs of both OCR and Texas higher education officials.

In closing, I wish to emphasize that Texans are patriots who believe not only in obeying the law, but also in dealing with one another on a fair and equitable basis. It is in that spirit, as Texans, that we approach the problem of eliminating vestiges of our former racially dual system of public higher education. We will do all within our power to solve this problem, and we intend to do so while maintaining the high academic quality that has come to be associated with Texas public institutions of higher education.

We look forward to continuing to work with you and your staff.

Very truly yours,

Mark White

Mark White

Attachments

COPY

UNITED STATES DEPARTMENT OF EDUCATION
Washington, D.C. 20202

ASSISTANT SECRETARY
FOR CIVIL RIGHTS

The Honorable Mark White
Attorney General of Texas
Austin, Texas 78711

January 15, 1981

Dear General White:

Thank you for your letter of January 14, 1981, concerning the policies, programs, and other actions that the public higher education institutions in Texas are implementing or will implement in order to eliminate the vestiges of racial segregation, and the racially dual public system of higher education in Texas, which was required by Texas law prior to 1954. I appreciate the leadership and imagination that you and the Boards of Regents, Chancellors, and Presidents of Texas higher education systems and institutions have demonstrated in voluntarily initiating these actions to achieve compliance with Title VI of the Civil Rights Act of 1964. As indicated below, I am confident that the efforts you have described in your letter and attachments establish a firm foundation for settling, without resort to litigation or administrative enforcement proceedings, the issues that exist between the Department of Education and the state of Texas with regard to the Texas system of higher education and that system's compliance with Title VI of the Civil Rights Act of 1964.

I share your belief that genuine progress can best be achieved through voluntary action on the part of state institutions, agencies, and officials. Indeed, voluntary compliance efforts by a state in which vestiges of a racially dual system have been found to exist is the preferred remedy under the statute and attempts to achieve voluntary compliance are the statutory prerequisite to the initiation of administrative enforcement proceedings by the department of Education. The commitments voluntarily made by you and Texas public higher education officials, in conjunction with the additional commitments which will be made, as reported in your letter and attachments, are significant steps and demonstrate the energetic willingness of Texas public higher education institutions, other state agencies, and state officials to meet their obligations under Title VI. By seizing the initiative to comply voluntarily with the law, the State of Texas has laid the foundation for a cooperative approach between the Federal and State governments.

As you know, in April 1978, staff of the Office for Civil Rights (OCR) in the department of Health, Education, and Welfare (HEW) advised Mr. Charles D. Travis, Executive Assistant to former Governor Dolph Briscoe, and Dr. Kenneth H. Ashworth, commissioner of the Coordinating Board, Texas College and University System, that the Office for Civil Rights would conduct a statewide review of higher education in Texas

under the authority of Title VI of the Civil Rights Act of 1964.1/ Title VI provides that:

> No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

The responsibility for conducting this Title VI review was transferred to the Department of Education (ED) by authority of the Department of Education Organization Act, 20 U.S.C. 3441 (1980).

At an April 1978 meeting, and in letters to all the institutions scheduled for our onsite visits, we explained that the primary purpose of our review was to determine whether vestiges of the system's former racial segregation remain. A copy of the letter notifying Dr. Ashworth of this review is attached at Appendix A. We also explained in our April meeting that our review would include the participation of Hispanics in the Texas higher education system.

During the spring of 1978 and the summer of 1979, OCR staff collected information concerning the 100 institutions and their boards of governance that comprise the Texas system of higher education. In addition, we conducted onsite reviews at 25 of the institutions. Enclosed at Appendix B is a list indicating those institutions that received onsite reviews, as well as all institutions and boards of governance in the Texas system.

1/ Under Title VI, the constitutionally mandated affirmative duty to eliminate all vestiges of a previously dual higher education system is a condition of receipt of Federal financial assistance, Taylor v. Cohen, 405 F.2d 277 (4th Cir. 1968). Because the duty to desegregate is affirmative in nature, the Supreme court has held that the mere adoption of racially neutral policies for prospective application is not adequate to remedy the consequences of past discriminatory conduct. Davis v. School Commissioners of Mobile County, 402 U.S. 33,55 (1971); Swann v. Charlotte-Mecklenburg Board of Education, 402 U.S. 1, 25 (1971).

The affirmative duty to desegregate, recognized in the elementary and secondary school desegregation cases cited above, is equally applicable to state systems of higher education. Adams v. Richardson, 480 F.2d 1159 (D.C. Cir. 1973); Gaier v. Blanton, 427 F.Supp. 644 (M.D. Tenn. 1977), aff'd sub nom. Gaier v. University of Tennessee, 597 F.2d 1056 (6th Cir. 1979) cert. denied 444 U.S. 856 (1979). As described in Norris v. State Council of Higher Education, 327 F.Supp. 1368, 1373 (E.D. Va. 1971), aff'd, 404 U.S. 908 (1971), a state's duty is to "convert its white colleges and black colleges into just colleges."

Based upon the evidence we have collected, we conclude that the State of Texas has failed to eliminate the vestiges of its former de jure racially dual system of public higher education, a system that segregated blacks and whites. A description of the basis for this conclusion is included at Appendix C. 2/

As indicated in Appendix C, the racial composition of student enrollments, faculties, staffs, and governing boards continues to reflect the racial identity assigned by law to Texas public institutions prior to 1954. Additional vestiges of the formerly dual system are evident in inequities in resource allocations to traditionally black and traditionally white schools (such as resources for physical facilities and for faculty salaries) and the duplication of programs between traditionally black institutions and traditionally white institutions sharing service areas. Appendix C describes the specific findings that we have made. In connection with the efforts of Texas to comply voluntarily with Federal law, it is essential that the specific vestiges identified by OCR's investigation be addressed in the commitments and implementing measures adopted by higher education and other State officials.

It has been the practice of the Office for Civil Rights to provide the results of a Title VI review of a state system of higher education to the governor of the State. However, in view of your role as the chief legal officer of the state of Texas and your leadership in developing a statewide voluntary compliance plan for the Texas system of higher education, I include the results of our investigation as part of my response to your letter of January 14. To assist you and the Governor and other state officials in your efforts to complete the development of a voluntary compliance plan for Texas, I am also providing a copy of this letter and its appendices to Governor Clements and Dr. Kenneth Ashworth, the Commissioner of the Texas College and University System Coordinating Board, and the Chair of the Governing Boards and the Chancellors and Presidents of Texas public colleges and universities.

I share your belief that we have a unique opportunity to create a constructive and cooperative relationship between the Federal and State governments. In building this relationship, many steps have not yet

2/ With respect to Hispanic participation in public higher education in Texas, we found that student enrollment data indicate significant underrepresentation of Hispanics in several major State institutions. However, we have yet to complete this aspect of our review. We are gathering additional information and will provide you, within the next several weeks, with our conclusions as to those institutions along with an analysis of the extent to which the plan you are developing addresses whatever problems may be uncovered. We note that the material you have provided includes affirmative recruitment and retention plans to increase the enrollment of Hispanics in the state's traditionally white institutions.

to be taken(sic), and much of the remainder of this letter focuses on those steps. This focus does not, however, in any way detract from my recognition of the substantial efforts Texas has made to date.

Your letter and attachments stipulate significant additional commitments and implementing measures that you expect appropriate state officials to undertake voluntarily to achieve full compliance with Federal law. Those measures include an acceptable system for statistical reports, consistent with statistical measurements used in existing reporting systems for tracking the implementation of voluntary higher education desegregation plans. It is not necessary that I repeat here all matters covered in your letter and attachments except to note that all of them are critical parts of an acceptable voluntary compliance plan. I do, however, want to review briefly a few matters that should be addressed in your continuing efforts to work with State and Federal officials to complete the development of a voluntary compliance plan for Texas.

Particularly important to achieving full compliance with Title VI is the enhancement of the two traditionally black institutions, Prairie View A&M University and Texas Southern University, as well as the development of unique academic programs that promise to attract students of all races to these institutions. Texas correctly has recognized that compliance with title VI will require improvments in the physical plants and facilities at Prairie View and Texas Southern. The Legislative Budget Board's approval of a $20 million expenditure for an Education Excellence Fund and the preparation of detailed plans for strengthening Prairie View and Texas Southern are significant initial steps in the enhancement process. A critical prerequisite of successful enhancement will be the formulation and implementation of specific additional commitments that insure that the traditionally black institutions will have resources that are at least comparable to those at similar traditionally white institutions.

The identification and elimination of educationally unnecessary program duplication combined with the allocation of new high-demand, unduplicated programs are necessary steps to implement the strengthened roles for Prairie View and Texas Southern. It is critical that specific steps, including an identification of program areas in which duplication will be eliminated, and an implementation schedule be established for addressing the program duplication issue.

I am encouraged by the numerical goals adopted for the recruitment of additional black and Hispanic students at campuses of the University of Texas System, most campuses of the Texas A&M University System, and the University of Houston. The following of this lead by other Texas public institutions of higher education will be a vital step in achieving full compliance with Title VI as will the adoption of specific plans for increasing the numbers and proportions of black and Hispanic employees throughout the public higher education system in Texas. Because the racial composition of the governing boards of Texas' traditionally white institutions reinforces the racial identity

of those institutions, it is important that there be a commitment to increasing the numbers of both black and Hispanic persons appointed to those boards so that they may become more representative of the racial population of their service areas.

The voluntary efforts that the state of Texas has initiated are significant and important steps toward achieving full compliance with Title VI. Although much remains to be done, based on your letter and the attachments thereto I am confident that all of the additional actions necessary for a fully acceptable voluntary compliance plan will be taken in a timely fashion. Consequently, I am pleased to inform you that, subject to the conditions specified in this letter, I am provisionally accepting the Texas voluntary remedial plan under Title VI of the Civil Rights Act of 1964. This provisional acceptance will extend to June 15, 1981, at which time all additional components of the Texas plan will be transmitted to OCR, according to the schedule and timetables stipulated in your letter and attachments.

I want to emphasize the provisional nature of my acceptance of the Texas plan. The commitments made by the Boards of Regents of the University of Texas, Texas A&M, and the University of Houston systems, and the implementation of those commitments begun by the Chancellors of the institutions in those systems, are important and substantial components of a voluntary compliance plan for the state of Texas. But, as indicated in your letter, its attachments, and in this letter, additional commitments and specific implementing measures for institutions in the three major systems and for other public institutions of higher education in Texas have yet to be adopted. Moreover, the extent and sources of the funding necessary to carry out all aspects of the Texas plan have yet to be determined. Full acceptance of a voluntary compliance plan at the time that this provisional acceptance expires will depend upon timely adoption of the commitments and implementing measures (stipulated in your letter, its attachment, and in this letter) by state and higher education officials and agencies with the responsibility and authority to make and carry out the commitments and implementing measures. If these commitments are not made or do not remain in effect, or if all steps (including funding) necessary to implement the commitments and actually eliminate the vestiges of de jure segregation are not taken, then by virtue of the findings made by the Office for Civil Rights and enclosed with this letter, the Texas system of higher education will be out of compliance with Title VI and will therefore be subject to an enforcement action that could lead to a termination of federal funds. I assure you that before any formal enforcement proceeding is begun, appropriate Texas officials will be informed, persuant to 34 C.F.R. § 100.8(c)(1), of the state's failure to comply with Title VI and of the determination by the Department of Education that compliance cannot be secured by voluntary means.

Based on your letter and the attachments thereto, I am confident that our joint efforts to agree on a plan for voluntary compliance for the state of Texas will succeed. When additional components of the Texas

plan are transmitted to the Office for Civil Rights, we will provide you with further comments on those components. Moreover, if by June 15 the additional components of the Texas plan, as noted in your letter and attachments and this letter, are substantially complete, we will notify you of any deficiencies we perceive in the entire plan and provide Texas with a reasonable time to make whatever corrections and additions may be necessary.

In closing, I want to express my appreciation to you and to the Texas higher education officials who have joined with you in this unique and voluntary undertaking to comply with Federal law. I believe that we have established a firm foundation upon which a fully acceptable plan can be built.

Sincerely,

Cynthia G. Brown

The following Appendices have been submitted separately:

C-1 through C-28 - Institutional Five-Year Plans for Public Senior Colleges and Universities; Public Medical, Dental, Nursing and Allied Health Schools

D-1 through D-53 - Institutional Five-Year Plans for Public Community (Junior) Colleges

E-1 - Institutional Five-Year Plans for Public Technical Institutions

Please refer to the Table of Contents for a complete list of Institutional Plans submitted.

Appendix F has been incorporated into Appendix C - Institutional Five-Year Plans for Public Senior Colleges and Universities; Public Medical, Dental, Nursing and Allied Health Schools

APPENDIX G

HEADCOUNT ENROLLMENTS IN THE TEXAS PUBLIC HIGHER EDUCATION SYSTEM FALL 1978 AND FALL 1980

SECTOR AND GOVERNING BOARDS	INSTITUTION AND LOCATION	HEADCOUNT ENROLLMENT	
		FALL 1978	FALL 1980
TEXAS STATE TECHNICAL INSTITUTE			
Board of Regents, Texas State Technical Institute	Mid-Continent Campus, Amarillo, Potter-Randall Counties	606	792
	James Connally Campus, Waco, McLennan County	3,453	4,236
	Rio Grande Campus, Harlingen, Cameron County	1,143	1,421
	Rolling Plains Campus, Sweetwater, Nolan County	214	332
	Total	5,416	6,781
PUBLIC COMMUNITY COLLEGES			
Board of Trustees	Alvin Community College, Alvin, Brazoria County	2,974	3,023
Board of Regents	Amarillo College, Amarillo, Potter-Randall Counties	4,102	4,955
Board of Trustees	Angelina College, Lufkin, Angelina County	2,214	2,043
Board of Trustees	Austin Community College, Austin, Travis County	9,140	12,537
Board of Trustees	Bee County College, Beeville, Bee County	1,545	1,537
Board of Trustees	Blinn College, Brenham, Washington County	2,539	2,502
Board of Regents	Brazosport College, Lake Jackson, Brazoria County	3,453	3,660
Board of Trustees	Central Texas College, Killeen, Bell County	4,545	4,527
Board of Regents	Cisco Junior College, Cisco, Eastland County	1,602	1,448
Board of Regents	Clarendon College, Clarendon, Donley County	503	625
Board of Trustees	College of the Mainland, Texas City, Galveston County	2,504	2,492
Board of Trustees	Cooke County College, Gainesville, Cooke County	1,561	1,492

Headcount Enrollments In The Texas Public
Higher Education System
Fall 1978 And Fall 1980

SECTOR AND GOVERNING BOARDS	INSTITUTION AND LOCATION	HEADCOUNT ENROLLMENT	
		FALL 1978	FALL 1980
Board of Trustees, Dallas County Community College Dist.	DALLAS COUNTY COMMUNITY COLLEGE DIST.		
	Brookhaven College, Farmers Branch, Dallas County	3,489	5,217
	Cedar Valley College, Lancaster, Dallas County	1,570	1,822
	Eastfield College, Mesquite, Dallas County	7,621	8,098
	El Centro College, Dallas, Dallas County	5,882	6,195
	Mountain View College, Dallas, Dallas County	5,056	5,091
	North Lake College, Irving, Dallas County	3,503	3,732
	Richland College, Dallas, Dallas County	10,838	11,383
Board of Regents, Del Mar College District	Del Mar College, Corpus Christi, Nueces County	6,646	6,994
Board of Trustees, El Paso County Community College District	EL PASO COUNTY COMMUNITY COLLEGE DIST.		
	Rio Grande Campus, El Paso, El Paso County	1,367	1,342
	Trans-Mountain Campus, El Paso, El Paso County	3,424	3,165
	Valle Verde Campus, El Paso, El Paso County	7,097	7,310
Board of Regents	Frank Phillips College, Borger, Hutchinson County	670	892
Board of Regents	Galveston College, Galveston, Galveston County	1,639	1,532
Board of Trustees	Grayson County College, Denison, Grayson County	3,903	3,537
Board of Trustees	Henderson County Junior College, Athens Henderson County	2,348	2,875
Board of Regents	Hill Junior College, Hillsboro, Hill County	806	703
Board of Trustees	Houston Community College, Houston, Harris County	11,114	13,069

Headcount Enrollments In The Texas Public
Higher Education System
Fall 1978 And Fall 1980

SECTOR AND GOVERNING BOARDS	INSTITUTION AND LOCATION	HEADCOUNT ENROLLMENT	
		FALL 1978	FALL 1980
Board of Trustees	Howard College at Big Spring, Big Spring, Howard County	1,151	1,076
Board of Trustees	Kilgore College, Kilgore, Gregg County	3,849	4,097
Board of Trustees, Laredo Municipal Jr. College Dist.	Laredo Junior College, Laredo, Webb County	3,030	3,107
Board of Regents, Lee College District	Lee College, Baytown, Harris County	4,371	4,353
Board of Trustees, Midland Jr. College District	Midland College, Midland, Midland County	2,201	2,695
Board of Trustees	McLennan Community College, Waco, McLennan County	3,540	3,849
Board of Trustees	Navarro College, Corsicana, Navarro County	1,771	2,227
Board of Trustees	North Harris County College, Houston, Harris County	5,307	6,625
Board of Trustees, Odessa Jr. College District	Odessa College, Odessa, Ector County	3,807	3,820
Board of Trustees	Panola Junior College, Carthage, Panola County	866	813
Board of Regents	Paris Junior College, Paris, Lamar County	1,873	1,951
Board of Regents	Ranger Junior College, Ranger, Eastland County	722	717
Board of Trustees, San Antonio Community College District	SAN ANTONIO COMMUNITY COLLEGE DISTRICT		
	San Antonio College, San Antonio, Bexar County	20,535	20,377
	St. Philip's College, San Antonio, Bexar County	6,772	6,780
Board of Regents, San Jacinto College District	SAN JACINTO COLLEGE DISTRICT		
	Central Campus, Pasadena, Harris County	9,632	9,389
	North Campus, Houston, Harris County	2,587	2,777
	South Campus, Houston, Harris County		1,871

Headcount Enrollments In The Texas Public
Higher Education System
Fall 1978 And Fall 1980

SECTOR AND GOVERNING BOARDS	INSTITUTION AND LOCATION	HEADCOUNT ENROLLMENT	
		FALL 1978	FALL 1980
Board of Regents	South Plains College, Levelland, Hockley County	2,731	2,840
Board of Trustees	Southwest Texas Junior College, Uvalde, Uvalde County	1,991	2,192
Board of Trustees, Tarrant County Junior College Dist.	TARRANT COUNTY JUNIOR COLLEGE DISTRICT		
	Northeast Campus, Hurst, Tarrant County	8,042	8,644
	Northwest Campus, Fort Worth, Tarrant County	3,081	3,625
	South Campus, Fort Worth, Tarrant County	7,895	8,879
Board of Trustees	Temple Junior College, Temple, Bell County	2,091	2,278
Board of Trustees	Texarkana Community College, Texarkana, Bowie County	3,091	3,086
Board of Trustees, Southmost Union Jr. College District	Texas Southmost College, Brownsville, Cameron County	3,829	4,268
Board of Trustees	Tyler Junior College, Tyler, Smith County	6,558	6,794
Board of Trustees, Wilbarger County Jr. College Dist.	Vernon Regional Junior College, Vernon, Wilbarger County	1,114	1,086
Board of Trustees	Victoria College, Victoria, Victoria County	2,297	2,298
Board of Trustees	Weatherford College, Weatherford, Parker County	1,470	1,596
Board of Trustees, Scurry County Jr. College District	Western Texas College, Snyder, Scurry County	1,131	1,102
Board of Trustees	Wharton County Junior College, Wharton, Wharton County	1,984	2,056
	Total	232,974	251,076
PUBLIC SENIOR COLLEGES AND UNIVERSITIES			
Board of Regents	East Texas State University, Commerce, Hunt County	9,280	8,322
	East Texas State University Center at Texarkana, Texarkana, Bowie County	1,053	1,246
Board of Regents	Lamar University, Beaumont, Jefferson County	10,946	11,511

Headcount Enrollments In The Texas Public
Higher Education System
Fall 1978 And Fall 1980

SECTOR AND GOVERNING BOARDS	INSTITUTION AND LOCATION	HEADCOUNT ENROLLMENT	
		FALL 1978	FALL 1980
	Lamar University at Orange, Orange, Orange County	921	961
	Lamar University at Port Arthur, Port Arthur, Jefferson County	904	1,054
Board of Regents	Midwestern State University, Wichita Falls, Wichita County	4,459	4,336
Board of Regents	North Texas State University, Denton, Denton County*	17,300	17,158
Board of Regents	Pan American Univesity, Edinburg, Hidalgo County	7,920	8,358
	Pan American University at Brownsville, Brownsville, Cameron County	1,141	1,146
Board of Regents	Stephen F. Austin University, Nacogdoches, Nacogdoches County	10,268	10,772
Board of Regents, The Texas A&M University System	THE TEXAS A&M UNIVERSITY SYSTEM		
	Texas A&M University at Galveston	614	593
	Prairie View A&M University, Prairie View, Waller County	4,979	5,511
	Tarleton State University, Stephenville, Erath County	3,323	3,592
	Texas A&M University,** College Station, Brazos County	30,193	33,370
Board of Regents	Texas Southern University, Houston, Harris County	8,828	8,105
Board of Regents, Texas State University System	TEXAS STATE UNIVERSITY SYSTEM		
	Angelo State University, San Angelo, Tom Green County	5,468	5,705
	Sam Houston State University, Huntsville, Walker County	10,903	10,601

* Includes Texas College of Osteopathic Medicine.
** Includes Texas A&M College of Medicine.

Headcount Enrollments In The Texas Public Higher Education System
Fall 1978 And Fall 1980

SECTOR AND GOVERNING BOARDS	INSTITUTION AND LOCATION	HEADCOUNT ENROLLMENT	
		FALL 1978	FALL 198
	TEXAS STATE UNIVERSITY SYSTEM (Continued)		
	Southwest Texas State University, San Marcos, Hays County	15,072	15,400
	Sul Ross State University, Alpine, Brewster County	1,761	1,641
	Uvalde Study Center, Uvalde, Uvalde County	584	502
Board of Regents	Texas Tech University,* Lubbock, Lubbock County	22,698	23,034
Board of Regents	Texas Woman's University, Denton, Denton County	8,262	7,872
Board of Regents, The University of Texas System	THE UNIVERSITY OF TEXAS SYSTEM		
	The University of Texas at Arlington, Arlington, Tarrant County	18,261	20,166
	The University of Texas at Austin, Austin, Travis County	43,795	46,148
	The University of Texas at Dallas, Dallas, Dallas County	5,378	6,368
	The University of Texas at El Paso, El Paso, El Paso County	15,748	15,750
	The University of Texas of the Permian Basin, Odessa, Ector County	1,602	1,578
	The University of Texas at San Antonio, San Antonio, Bexar County	8,885	9,831
	The University of Texas at Tyler, Tyler, Smith County	1,938	1,921
Board of Regents, University of Houston System	UNIVERSITY OF HOUSTON SYSTEM		
	University of Houston Central Campus, Houston, Harris County	29,666	29,676

* Includes Texas Tech U. Health Sciences Center.

Headcount Enrollments In The Texas Public
Higher Education System
Fall 1978 And Fall 1980

SECTOR AND GOVERNING BOARDS	INSTITUTION AND LOCATION	HEADCOUNT ENROLLMENT	
		FALL 1978	FALL 1980
	UNIVERSITY OF HOUSTON SYSTEM (Continued)		
	Downtown College, Houston, Harris County	4,677	5,055
	University of Houston at Clear Lake City, Houston, Harris County	5,519	5,592
	University of Houston Center at Victoria, Victoria, Victoria County	672	790
Board of Directors, University System of South Texas	UNIVERSITY SYSTEM OF SOUTH TEXAS		
	Corpus Christi State University, Corpus Christi, Nueces County	2,654	2,748
	Laredo State University, Laredo, Webb County	829	816
	Texas A&I University, Kingsville, Kleberg County	6,225	5,355
Board of Regents	West Texas State University, Canyon, Randall County	6,600	6,559
	Total	328,616	339,053
PUBLIC MEDICAL, DENTAL, NURSING AND ALLIED HEALTH SCHOOLS			
Board of Regents, University of Texas System	The University of Texas Health Science Center at Dallas, Dallas, Dallas County	1,344	1,322
	The University of Texas Health Science Center at Houston, Houston, Harris County	2,352	2,711
	The University of Texas Health Science Center at San Antonio, San Antonio, Bexar County	1,962	2,212
	The University of Texas Medical Branch at Galveston, Galveston, Galveston County	1,538	1,586
	Total	7,196	7,831
	GRAND TOTAL:	574,202	604,741

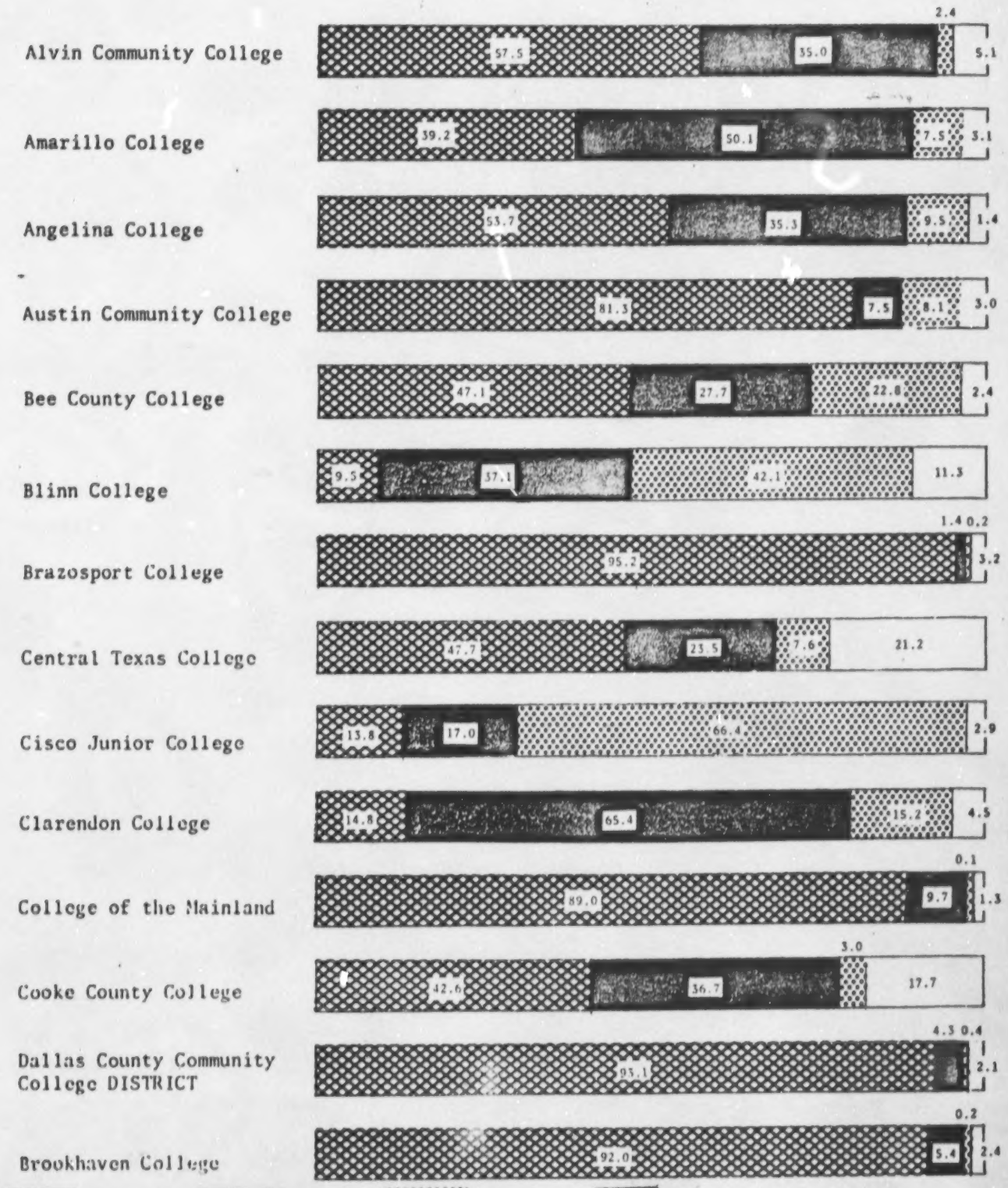
APPENDIX H

PROJECTED FALL HEADCOUNT ENROLLMENT
FOR T.S.T.I. DURING 1982-86

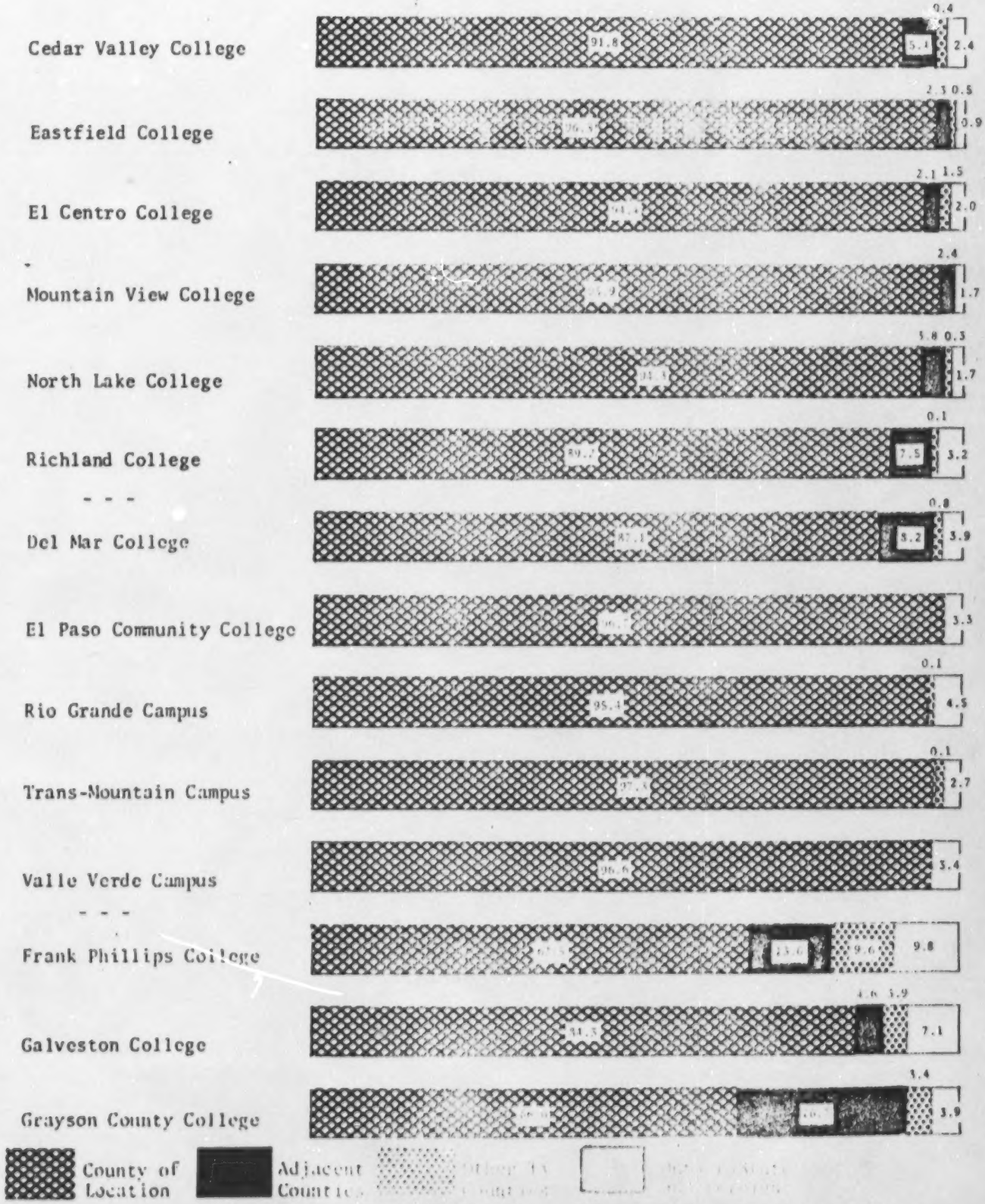
CAMPUS	FALL PROJECTED HEADCOUNT ENROLLMENT				
	1982	1983	1984	1985	1986
T.S.T.I. - Waco	4,556	4,852	5,063	5,261	5,513
T.S.T.I. - Amarillo	879	969	1,066	1,172	1,290
T.S.T.I. - Harlingen	1,572	1,729	1,797	1,902	2,004
T.S.T.I. - Sweetwater	461	534	602	691	760
Total	7,468	8,084	8,528	9,026	9,567

Appendix I-1

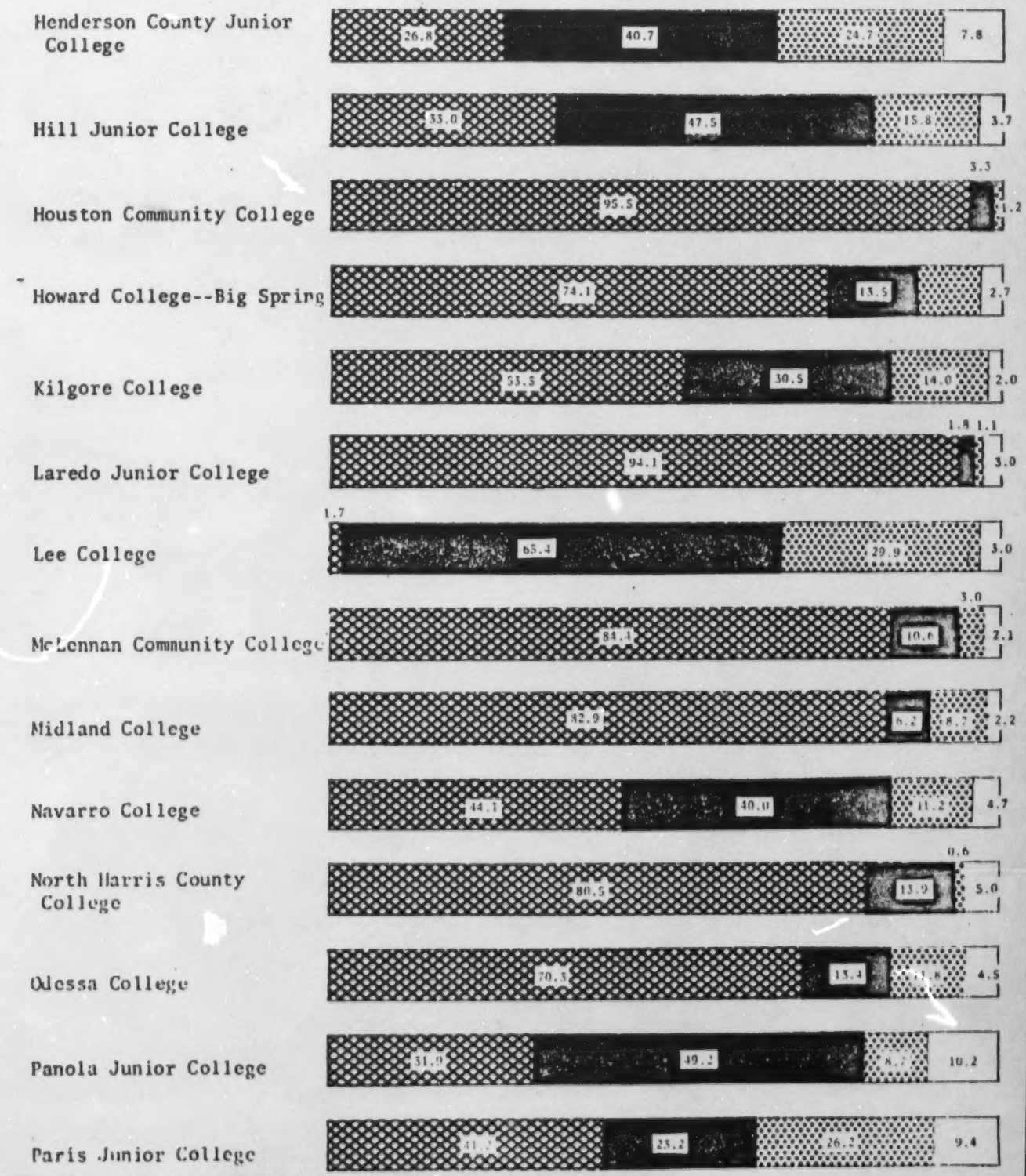
Geographic Origin of Students in Texas Public Community Colleges, Fall 1979



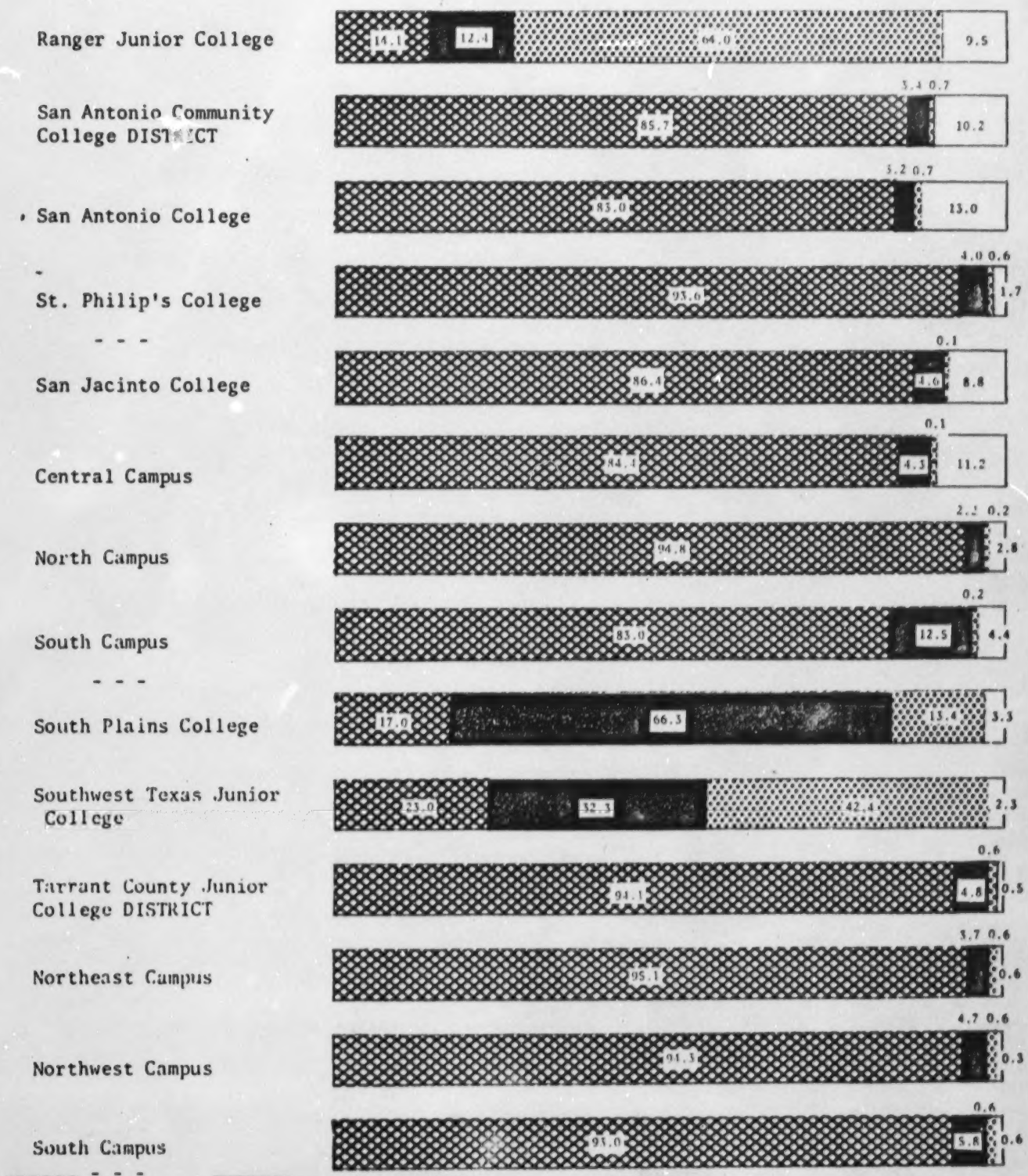
Geographic Origin of Students in Texas Public Community Colleges, Fall 1975



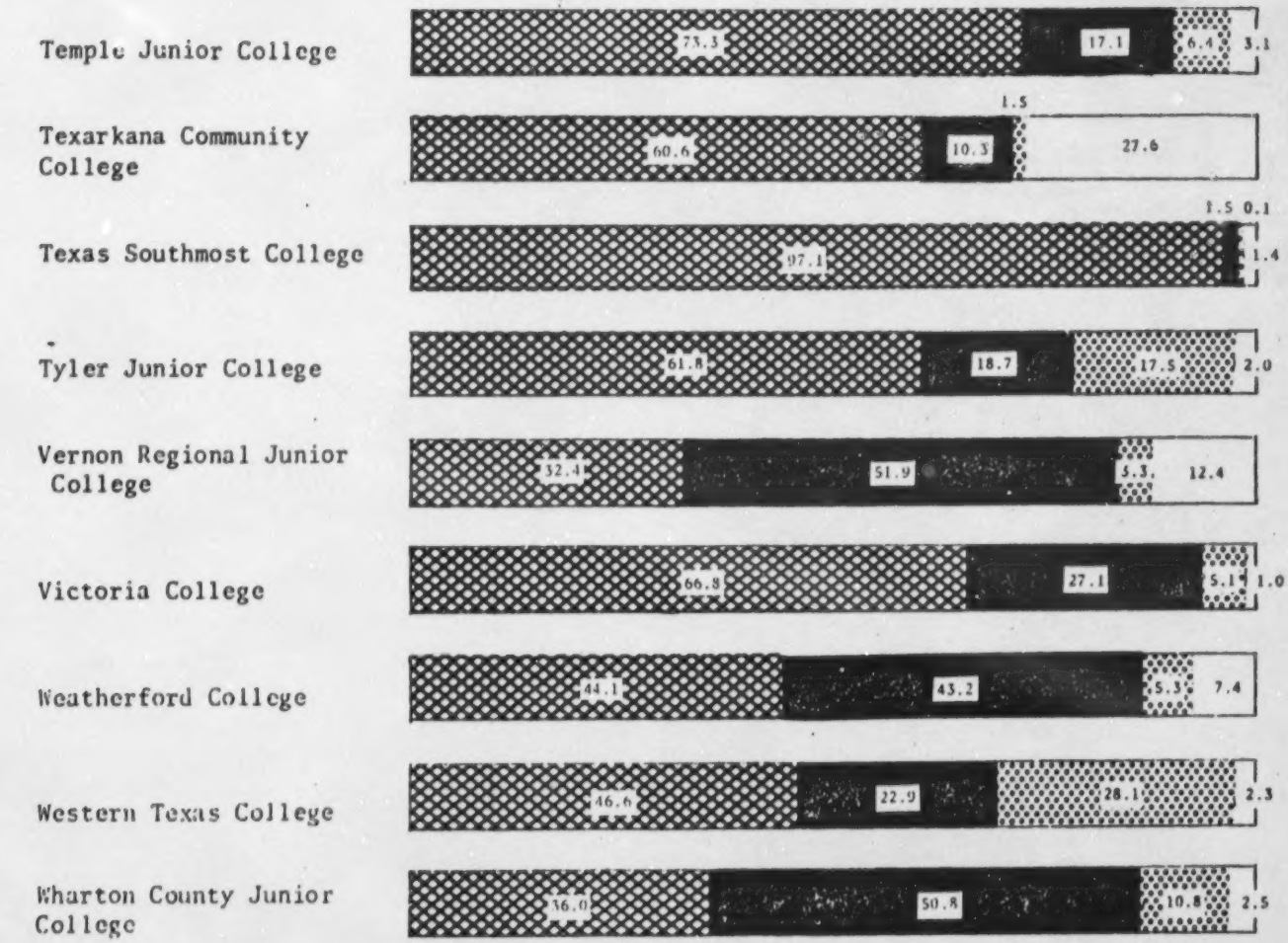
Geographic Origin of Students in Texas Public Community Colleges, Fall 1979



Geographic Origin of Students in Texas Public Community Colleges, Fall 1979



Geographic Origin of Students in Texas Public Community Colleges, Fall 1979



Appendix I

Service Areas
Texas Public Community Junior Colleges

Institution	Counties
Alvin Community College	Brazoria, Fort Bend, Galveston, Harris
Amarillo College	Carson, Castro, Deaf Smith, Gray, Hutchinson, Moore, Potter, Randall
Angelina College	Angelina, Cherokee, Harris, Houston, Jasper, Nacogdoches, Newton, Polk, Sabine, San Augustine, Trinity, Tyler
Austin Community College	Austin, Bastrop, Bexar, Caldwell, Dallas, Harris, Hays, Nueces, Travis, Williamson
Bee County College	Bee, DeWitt, Duval, Goliad, Gonzales, Jim Wells, Karnes, Kleberg, Live Oak, Refugio, San Patricio, Wilson
Blinn College	Austin, Bexar, Brazos, Burleson, Colorado, Dallas, Fayette, Grimes, Harris, Lee, Montgomery, Robertson, Travis, Waller, Washington
Brazosport College	Brazoria, Matagorda
Central Texas College	Bell, Bexar, Coryell, Dallas, Harris, Lampasas, McCulloch, Tarrant, Williamson
Cisco Junior College	Bexar, Brown, Callahan, Coleman, Dallas, Eastland, Harris, Jones, McCulloch, Runnels, Shackelford, Stephens, Tarrant, Taylor
Clarendon College	Briscoe, Carson, Childress, Collinsworth, Donley, Gray, Hale, Hall, Hutchinson, Motley, Swisher, Wheeler
College of the Mainland	Galveston, Harris
Cooke County College	Cooke, Denton, Grayson, Montague, Wise
Dallas County Community College District	
Brookhaven College	Collin, Dallas, Denton
Cedar Valley College	Dallas, Ellis
Eastfield College	Collin, Dallas, Kaufman, Rockwall, Tarrant
El Centro College	Collin, Dallas, Navarro, Tarrant
Mountain View College	Dallas, Ellis, Tarrant
North Lake College	Dallas, Denton, Tarrant
Richland College	Collin, Dallas, Denton

Institution	Counties
Del Mar College	Aransas, Jim Wells, Nueces, San Patricio
El Paso Community College	
Rio Grande Campus	El Paso
Trans-Mountain Campus	El Paso
Valle Verde Campus	El Paso
Frank Phillips College	Carson, Gray, Hansford, Hemphill, Hutchinson, Lipscomb, Ochiltree, Potter
Galveston College	Brazoria, Galveston, Harris
Grayson County College	Collin, Dallas, Fannin, Grayson
Henderson County Junior College	Anderson, Bexar, Dallas, Harris, Henderson, Kaufman, Tarrant, Van Zandt
Hill Junior College	Bexar, Bosque, Dallas, Ellis, El Paso, Hill, Johnson, McLennan, Tarrant
Houston Community College	Ft. Bend, Harris, Montgomery
Howard College at Big Spring	Dawson, Howard, Martin, Tom Green
Kilgore College	Cass, Dallas, Gregg, Harris, Harrison, Morris, Rusk, Smith, Titus, Upshur
Laredo Junior College	Webb, Zapata
Lee College	Chambers, Ft. Bend, Harris, Houston, Liberty, Madison, Walker
McLennan Community College	Bell, Bosque, Coryell, Falls, Hill, Limestone, McLennan, Milam
Midland College	Ector, Martin, Midland, Pecos, Reagan, Tom Green
Navarro College	Dallas, Ellis, Freestone, Harris, Henderson, Hill, Limestone, Navarro, Tarrant
North Harris County College	Harris, Liberty, Montgomery
Odessa College	Andrews, Crane, Ector, Midland, Pecos, Reeves, Ward, Winkler
Panola Junior College	Dallas, Harrison, Marion, Panola, Rusk, Shelby

Institution	Counties
Paris Junior College	Camp, Delta, Fannin, Hopkins, Hunt, Lamar, Morris, Red River, Titus
Ranger Junior College	Bexar, Comanche, Dallas, Eastland, El Paso, Harris, Hidalgo, Jack, McLennan, Palo Pinto, San Patricio, Stephens, Tarrant, Young
San Antonio Community College District	
San Antonio College	Atascosa, Bexar, Comal, Guadalupe, Kendall, Medina, Wilson
St. Phillip's College	Atascosa, Bexar, Comal, Guadalupe, Medina, Wilson
San Jacinto College	
Central Campus	Brazoria, Galveston, Harris
North Campus	Harris
South Campus	Brazoris, Galveston, Harris
South Plains College	Bailey, Cochran, Crosby, Floyd, Gaines, Hale, Hockley, Lamb, Lubbock, Lynn, Swisher, Terry, Yoakum
Southwest Texas Junior College	Dimmit, Frio, Kinney, Maverick, Medina, Real, Uvalde, Val Verde, Zavala
Tarrant County Junior College District	
Northeast Campus	Dallas, Denton, Johnson, Parker, Tarrant
Northwest Campus	Parker, Tarrant, Wise
South Campus	Dallas, Johnson, Tarrant
Temple Junior College	Bell, Falls, McLennan, Milam, Williamson
Texarkansas Community College	Bowie, Cass, Red River
Texas Southmost College	Cameron, Hidalgo, Willacy
Tyler Junior College	Anderson, Cass, Cherokee, Collin, Dallas, Ellis, Gregg, Harris, Harrison, Henderson, Kaufman, Rusk, Smith, Tarrant, Titus, Upshur, Van Zandt, Wood
Vernon Regional Junior College	Baylor, Foard, Hardeman, Knox, Wichita, Wilbarger
Victoria College	Calhoun, DeWitt, Goliad, Gonzales, Jackson, Lavaca, Victoria

Institution	Counties
Weatherford College	Hood, Jack, Palo Pinto, Parker, Tarrant, Wise
Western Texas College	Crosby, Dickens, Fisher, Garza, Haskell, Jones, Kent, Knox, Lubbock, Mitchell, Nolan, Scurry, Stonewall, Taylor
Wharton County Junior College	Austin, Brazoria, Colorado, Ft. Bend, Harris, Jackson, Matagorda, Wharton

APPENDIX J

TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES

FALL SEMESTER HEADCOUNT
ENROLLMENT PROJECTIONS *
1982 - 1986

INSTITUTION	1982	1983	1984	1985	1986
Alvin Community College	3,036	3,042	3,047	3,053	3,106
Amarillo College	4,963	4,969	4,976	4,982	5,035
Angelina College	2,053	2,058	2,063	2,068	2,114
Austin Community College	12,608	12,650	12,692	12,733	13,102
Bee County College	1,539	1,539	1,540	1,541	1,549
Blinn College	2,507	2,511	2,512	2,519	2,552
Brazosport College	3,679	3,688	3,696	3,705	3,789
Central Texas College	4,529	4,531	4,532	4,534	4,547
Cisco Junior College	1,454	1,458	1,458	1,464	1,493
Clarendon College	624	625	626	626	630
College of the Mainland	2,501	2,505	2,509	2,513	2,552
Cooke County College	1,487	1,484	1,482	1,479	1,456
Dallas Co. Community College Dist.	41,737	41,827	41,919	42,006	42,851
Brookhaven College	(5,426)	(5,438)	(5,449)	(5,461)	(5,571)
Cedar Valley College	(1,670)	(1,673)	(1,677)	(1,680)	(1,714)
Eastfield College	(8,347)	(8,366)	(8,384)	(8,401)	(8,570)
El Centro College	(6,261)	(6,274)	(6,288)	(6,301)	(6,428)
Mountain View College	(5,008)	(5,019)	(5,030)	(5,041)	(5,142)
North Lake College	(3,756)	(3,764)	(3,773)	(3,780)	(3,856)
Richland College	(11,269)	(11,293)	(11,318)	(11,342)	(11,570)
Del Mar College	7,011	7,020	7,031	7,040	7,127
El Paso Community College District	11,879	11,909	11,939	11,966	12,245
Rio Grande Campus	(1,307)	(1,310)	(1,313)	(1,316)	(1,347)
Trans Mtn. Campus	(3,207)	(3,215)	(3,224)	(3,231)	(3,306)
Valle Verde Campus	(7,365)	(7,384)	(7,402)	(7,419)	(7,592)
Frank Phillips College	889	890	891	892	893
Galveston College	1,534	1,534	1,534	1,535	1,538
Grayson County College	3,542	3,544	3,547	3,549	3,571
Henderson County Jr. College	2,886	2,893	2,900	2,907	2,966
Hill Junior College	706	707	707	708	716
Houston Community College	13,158	13,195	13,237	13,276	13,658
Howard College/Big Spring	1,076	1,076	1,075	1,074	1,077
Kilgore College	4,110	4,116	4,122	4,128	4,185

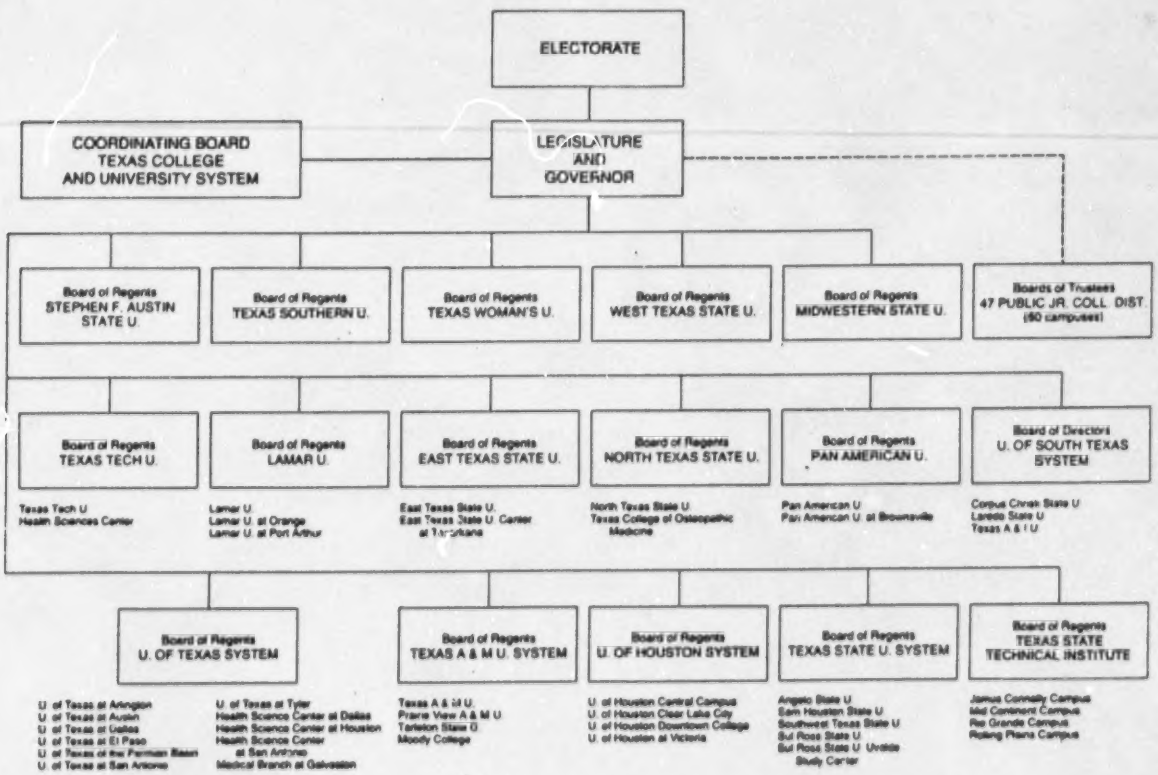
* Source: Coordinating Board projections

Texas Public Community Junior Colleges
Fall Semester Headcount
Enrollment Projections
1982 - 1986 (continued)

INSTITUTION	1982	1983	1984	1985	1986
Laredo Jr. College	3,113	3,115	3,118	3,120	3,145
Lee College	4,363	4,368	4,373	4,378	4,424
McLennan Community College	3,862	3,868	3,874	3,880	3,936
Midland College	2,700	2,703	2,705	2,708	2,732
Navarro College	2,236	2,240	2,245	2,249	2,289
North Harris County College	6,654	6,668	6,683	6,696	6,828
Odessa College	3,823	3,824	3,826	3,827	3,839
Panola Junior College	816	817	818	1,820	832
Paris Junior College	1,960	1,964	1,968	1,972	2,011
Ranger Junior College	720	721	722	724	736
San Antonio Jr. College District	(27,224)	(27,256)	(27,288)	(27,319)	(27,617)
San Antonio College	20,414	20,432	20,450	20,467	20,632
St. Philip's College	6,810	6,824	6,838	6,852	6,985
San Jacinto College Central	9,430	9,450	9,470	9,488	9,671
San Jacinto College North	2,790	2,796	2,802	2,807	2,863
San Jacinto College South	1,877	1,881	1,885	1,889	1,922
South Plains College	2,850	2,855	2,860	2,865	2,912
Southwest Texas Junior College	2,199	2,203	2,206	2,210	2,242
Tarrant County Jr. College Dist.	21,217	21,250	21,284	21,315	21,624
Northeast Campus	(8,699)	(8,713)	(8,727)	(8,739)	(8,866)
Northwest Campus	(3,607)	(3,614)	(3,618)	(3,623)	(3,676)
South Campus	(8,911)	(8,925)	(8,939)	(8,953)	(9,082)
Temple Junior College	2,287	2,292	2,296	2,300	2,341
Texarkana Community College	3,096	3,101	3,106	3,111	3,158
Texas Southmost College	4,287	4,296	4,305	4,314	4,398
Tyler Junior College	6,817	6,829	6,840	6,851	6,955
Vernon Regional Jr. College	1,091	1,093	1,096	1,098	1,121
Victoria College	2,304	2,307	2,310	2,313	2,341
Weatherford College	1,599	1,601	1,603	1,605	1,622
Western Texas College	1,104	1,105	1,107	1,108	1,118
Wharton County Jr. College	2,058	2,059	2,060	2,061	2,070
TOTALS:	251,985	252,433	252,885	253,326	257,499

APPENDIX K

TEXAS PUBLIC SYSTEM OF HIGHER EDUCATION GOVERNANCE STRUCTURE


ELECTORATE
COORDINATING BOARD TEXAS COLLEGE AND UNIVERSITY SYSTEM
LEGISLATURE AND GOVERNOR
Board of Regents STEPHEN F. AUSTIN STATE U.
Board of Regents TEXAS SOUTHERN U.
Board of Regents TEXAS WOMAN'S U.
Board of Regents WEST TEXAS STATE U.
Board of Regents MIDWESTERN STATE U.
Boards of Trustees 47 PUBLIC JR. COLL. DIST (80 campuses)
Board of Regents TEXAS TECH U.
Texas Tech U
Health Sciences Center
Board of Regents LAMAR U.
Lamar U.
Lamar U. at Orange
Lamar U. at Port Arthur
Board of Regents EAST TEXAS STATE U.
East Texas State U.
East Texas State U. Center at Texarkana
Board of Regents NORTH TEXAS STATE U.
North Texas State U
Texas College of Osteopathic Medicine
Board of Regents PAN AMERICAN U.
Pan American U
Pan American U. at Brownsville
Board of Directors U. OF SOUTH TEXAS SYSTEM
Corpus Christi State U
Laredo State U
Texas A & I U
Board of Regents U. OF TEXAS SYSTEM
U. of Texas at Arlington
U. of Texas at Austin
U. of Texas at Dallas
U. of Texas at El Paso
U. of Texas of the Permian Basin
U. of Texas at San Antonio
U. of Texas at Tyler
Health Science Center at Dallas
Health Science Center at Houston
Health Science Center at San Antonio
Medical Branch at Galveston
Board of Regents TEXAS A & M U. SYSTEM
Texas A & M U.
Prairie View A & M U.
Tarleton State U.
Moody College
Board of Regents U. OF HOUSTON SYSTEM
U. of Houston Central Campus
U. of Houston Clear Lake City
U. of Houston Downtown College
U. of Houston at Victoria
Board of Regents TEXAS STATE U. SYSTEM
Angelo State U
Sam Houston State U
Southwest Texas State U
Sul Ross State U
Sul Ross State U Uvalde Study Center
Board of Regents TEXAS STATE TECHNICAL INSTITUTE
Amarillo Campus
Mid Continent Campus
Rio Grande Campus
Rolling Plains Campus

Appendix L

ROLE AND SCOPE STATEMENTS FOR THE PUBLIC SENIOR COLLEGES AND UNIVERSITIES

EAST TEXAS STATE UNIVERSITY is a coeducational institution of higher education authorized to offer work leading to baccalaureate, master's and doctoral degrees. Programs are offered in the following fields: Agriculture and Natural Resources, Area Studies, Biological Sciences, Business and Management, Communications, Computer and Information Services, Education, Fine and Applied Arts, Foreign Languages, Health Professions, Home Economics, Letters, Library Science, Mathematics, Physical Sciences, Psychology, Public Affairs and Services, Social Sciences and Interdisciplinary Studies.

EAST TEXAS STATE UNIVERSITY AT TEXARKANA is an upper-level center, authorized to offer baccalaureate and master's level courses leading to degrees which are conferred by the parent campus. Programs are offered in the following fields: Business and Management, Education, Psychology and Interdisciplinary Studies. The center may be discontinued by the Coordinating Board.

LAMAR UNIVERSITY is a coeducational institution authorized to offer work leading to associate, baccalaureate, master's and doctoral (in engineering only) degrees. The offering of "practical vocational and technical courses" is mandated by law. Associate degrees are offered in several technical and vocational areas, including nursing and allied health fields. Programs are offered in the following fields: Biological Sciences, Business and Management, Communications, Computer and Information Sciences, Education, Engineering, Fine and Applied Arts, Foreign Languages, Health Professions, Home Economics, Letters, Mathematics, Physical Sciences, Psychology, Public Affairs and Services, Social Sciences and Interdisciplinary Studies.

LAMAR UNIVERSITY AT ORANGE and LAMAR UNIVERSITY AT PORT ARTHUR are lower-division centers of Lamar University. In addition to lower division academic programs, they are authorized to offer courses for vocational training programs leading to associate degrees offered by Lamar University and some certificates issued by the centers. These centers, authorized by statute, may be discontinued by the Coordinating Board.

MIDWESTERN STATE UNIVERSITY is a coeducational institution of higher education authorized to offer work leading to associate, baccalaureate and master's degrees. Associate degrees are offered in science technologies, nursing and allied health fields. Programs are offered in the following fields: Biological Sciences, Business and Management, Communications, Computer and Information Sciences, Education, Fine and Applied Arts, Foreign Languages, Health Professions, Letters, Mathematics, Physical Sciences, Psychology, Public Affairs and Services, Social Sciences and Interdisciplinary Studies.

NORTH TEXAS STATE UNIVERSITY is a coeducational institution of higher education authorized to offer work leading to baccalaureate, master's and doctoral degrees. Programs are offered in the following fields: Biological Sciences, Business and Management, Communications, Computer and Information Sciences, Education, Fine and Applied Arts, Foreign Languages, Health Professions, Home Economics, Letters, Library Science, Mathematics, Physical Sciences, Psychology, Public Affairs and Services, Social Sciences and Interdisciplinary Studies.

PAN AMERICAN UNIVERSITY is a coeducational institution of higher education authorized to offer work leading to associate (nursing only), baccalaureate and master's degrees. Programs are offered in the following fields: Biological Sciences, Business and Management, Communications,

Computer and Information Sciences, Education, Fine and Applied Arts, Foreign Languages, Health Professions, Letters, Mathematics, Physical Sciences, Psychology, Public Affairs and Services, Social Sciences and Interdisciplinary Studies.

PAN AMERICAN UNIVERSITY AT BROWNSVILLE is an upper-level center authorized to offer upper division and graduate courses leading to baccalaureate and master's degrees, which are conferred by the parent campus. Programs are offered in the following fields: Business and Management, Education, Foreign Languages, Letters, Public Affairs and Services, Social Sciences and Interdisciplinary Studies. This center may be discontinued by the Coordinating Board.

STEPHEN F. AUSTIN STATE UNIVERSITY is a coeducational institution of higher education authorized to offer work leading to baccalaureate, master's and doctoral (forestry only) degrees. Programs are offered in the following fields: Agriculture and Natural Resources, Biological Sciences, Business and Management, Communications, Computer and Information Sciences, Education, Fine and Applied Arts, Foreign Languages, Health Professions, Home Economics, Letters, Mathematics, Physical Sciences, Psychology, Public Affairs and Services, Social Sciences and Interdisciplinary Studies.

TEXAS A&M UNIVERSITY, a member of the Texas A&M University System, is a coeducational institution of higher education authorized to offer work leading to baccalaureate, master's and doctoral degrees. It is the Land Grant College for Texas and has been designated a Sea Grant College. The institution also administers a College of Medicine and Moody College. Programs are offered in the following fields: Agriculture and Natural Resources, Architecture and Environmental Design, Biological Sciences, Business and Management, Communications, Computer and Information Sciences,

Education, Engineering, Fine and Applied Arts (Drama only), Foreign Languages, Health Professions, Letters, Mathematics. Physical Sciences, Psychology, Public Affairs and Services and Social Sciences.

TEXAS A&M UNIVERSITY AT GALVESTON (FORMERLY MOODY COLLEGE) is a special-purpose four-year unit of Texas A&M University. Programs in marine-related studies are offered in the following fields: Biological Sciences, Business and Management and Engineering. Moody College degrees are conferred by the parent campus.

PRAIRIE VIEW A&M UNIVERSITY, a part of the Texas A&M University System, is a coeducational institution of higher education authorized to offer work leading to associate, baccalaureate and master's degrees. Programs are offered in the following fields: Agriculture and Natural Resources, Biological Sciences, Business and Management, Communications, Education, Engineering, Fine and Applied Arts, Foreign Languages, Health Professions, Home Economics, Letters, Library Science, Mathematics, Physical Sciences, Psychology, Public Affairs and Services and Social Sciences.

TARLETON STATE UNIVERSITY, a part of the Texas A&M University System, is a coeducational institution of higher education authorized to offer work leading to associate (nursing only), baccalaureate and master's degrees. Programs are offered in the following fields: Agriculture and Natural Resources, Biological Sciences, Business and Management, Education, Engineering (Industrial Technology), Fine and Applied Arts, Foreign Languages, Health Professions, Home Economics, Letters, Mathematics, Physical Sciences, Public Affairs and Services, Social Sciences and Interdisciplinary Studies.

TEXAS SOUTHERN UNIVERSITY is a coeducational institution of higher education authorized to offer work leading to associate, baccalaureate,

master's and doctoral (education only) degrees. It has been designated by statute as a "special-purpose institution for urban programming" and charged to "provide instruction, research, programs and services...appropriate to this designation." Programs are offered in the following fields: Architecture and Environmental Design (Urban Planning), Biological Sciences, Business and Management, Communications, Computer and Information Sciences, Education, Engineering (Industrial Technology), Fine and Applied Arts, Foreign Languages, Health Professions, Home Economics, Law, Letters, Mathematics, Physical Sciences, Psychology, Public Affairs and Services, Social Sciences and Interdisciplinary Studies.

ANGELO STATE UNIVERSITY is a coeducational institution of higher education, authorized to offer work leading to associate (nursing only), baccalaureate and master's degrees. Programs are offered in the following fields: Agriculture and Natural Resources, Biological Sciences, Business and Management, Communications, Computer and Information Sciences, Education, Fine and Applied Arts, Foreign Languages, Health Professions, Letters, Mathematics, Physical Sciences, Psychology, Public Affairs and Services and Social Sciences.

SAM HOUSTON STATE UNIVERSITY is a coeducational institution of higher education authorized to offer work leading to baccalaureate, master's and doctoral (in criminal justice only) degrees. Programs are offered in the following fields: Agriculture and Natural Resources, Biological Sciences, Business and Management, Communications, Computer and Information Sciences, Education, Fine and Applied Arts, Foreign Languages, Home Economics, Letters, Library Science, Mathematics, Physical Sciences, Psychology, Public Affairs and Services, Social Sciences and Interdisciplinary Studies.

SOUTHWEST TEXAS STATE UNIVERSITY is a coeducational institution of higher education authorized to offer work leading to associate, baccalaureate and master's degrees. Programs are offered in the following fields: Agriculture and Natural Resources, Biological Sciences, Business and Management, Communications, Computer and Information Sciences, Education, Fine and Applied Arts, Foreign Languages, Health Professions, Home Economics, Letters, Mathematics, Physical Sciences, Psychology, Public Affairs and Services, Social Sciences and Interdisciplinary Studies.

SUL ROSS STATE UNIVERSITY is a state institution of higher education authorized to offer associate, baccalaureate and master's degrees. Programs are offered in the following fields: Agriculture and Natural Resources, Biological Sciences, Business and Management, Education, Fine and Applied Arts, Foreign Languages, Letters, Mathematics, Physical Sciences, Public Afairs and Services and Social Sciences.

SUL ROSS STATE UNIVERSITY CENTER AT UVALDE is a center for upper level and graduate study. Courses are offered toward degrees which are conferred by the parent campus. The center may be discontinued by the Coordinating Board.

TEXAS TECH UNIVERSITY is a coeducational institution of higher education authorized to offer work leading to baccalaureate, master's and doctoral degrees. Programs are offered in the following fields: Agriculture and Natural Resources, Architecture and Environmental Design, Area Studies, Biological Sciences, Business and Management, Communications, Computer and Information Sciences, Education, Engineering, Fine and Applied Arts, Foreign Languages, Health Professions, Home Economics, Law, Letters, Library Science (Museum Science), Mathematics, Physical Sciences, Psychology, Public Affairs and Services, Social Sciences and Interdisciplinary Studies.

TEXAS WOMAN'S UNIVERSITY is an institution of higher education for women. Men are admitted to programs in the institute of Health Sciences and in the graduate school. It is authorized to offer work leading to baccalaureate, master's and doctoral degrees. Programs are offered in the following fields: Area Studies, Biological Sciences, Business Management, Communications, Education, Fine and Applied Arts, Foreign Languages, Health Professions, Home Economics, Letters, Library Science, Mathematics, Physical Sciences, Psychology, Public Affairs and Services and Social Sciences.

THE UNIVERSITY OF TEXAS AT ARLINGTON, a member of The University of Texas System, is a coeducational institution of higher education authorized to offer work leading to baccalaureate, master's and doctoral degrees. Programs are offered in the following fields: Architecture and Environmental Design, Biological Sciences, Business and Management, Communications, Computer and Information Sciences, Education (certification only), Engineering, Fine and Applied Arts, Foreign Languages, Health Professions, Letters, Mathematics, Physical Sciences, Psychology, Public Affairs and Services, Social Sciences and Interdisciplinary Studies.

THE UNIVERSITY OF TEXAS AT AUSTIN, a member of The University of Texas System, is a coeducational institution of higher education authorized to offer work leading to baccalaureate, master's and doctoral degrees. Programs are offered in the following fields: Architectural and Environmental Design, Area Studies, Biological Sciences, Business and Management, Communications, Computer and Information Sciences, Education, Engineering, Fine and Applied Arts, Foreign Languages, Health Professions, Home Economics, Law, Letters, Library Science, Mathematics, Physical Sciences, Psychology, Public Affairs and Services, Social Sciences and Interdisciplinary Studies.

THE UNIVERSITY OF TEXAS AT DALLAS, a member of The University of Texas System, is an upper-level, coeducational institution of higher education authorized to offer upper division and graduate work leading to baccalaureate, master's and doctoral degrees. Programs are offered in the following fields: Area Studies, Biological Sciences, Business and Management, Computer and Information Sciences, Education, Fine and Applied Arts, Foreign Languages, Health Professions, Letters, Mathematics, Physical Sciences, Psychology, Social Sciences and Interdisciplinary Studies.

THE UNIVERSITY OF TEXAS AT EL PASO, a member of The University of Texas System, is a coeducational institution of higher education authorized to offer work leading to baccalaureate, master's and doctoral (geological sciences only) degrees. Programs are offered in the following fields: Biological Sciences, Business and Management, Communications, Computer and Information Sciences, Education, Engineering, Fine and Applied Arts, Foreign Languages, Health Professions, Letters, Mathematics, Physical Sciences, Psychology, Public Affairs and Services and Social Sciences.

THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN, a member of The University of Texas System, is an upper-level coeducational institution of higher education authorized to offer upper division and graduate work leading to baccalaureate and master's degrees. Programs are offered in the following fields: Biological Sciences, Business and Management, Communications, Computer and Information Sciences, Education, Engineering, Fine and Applied Arts, Foreign Languages, Letters, Mathematics, Physical Sciences, Psychology, Public Affairs and Services, Social Sciences and Interdisciplinary Studies.

THE UNIVERSITY OF TEXAS AT SAN ANTONIO, a member of The University of Texas System, is a coeducational institution of higher education authorized to offer work leading to baccalaureate and master's degrees. Programs are

offered in the following fields: Agriculture and Natural Resources (Food Science Technology), Architecture and Environmental Design, Area Studies, Biological Sciences, Business and Management, Computer and Information Sciences, Education, Fine and Applied Arts, Foreign Languages, Health Professions, Letters, Mathematics, Physical Sciences, Psychology, Public Affairs and Services, Social Sciences and Interdisciplinary Studies.

THE UNIVERSITY OF TEXAS AT TYLER, a member of The University of Texas System, is an upper-level, coeducational institution of higher education, authorized to offer work leading to baccalaureate and master's degrees. Programs are offered in the following fields: Biological Sciences, Business and Management, Communications, Computer and Information Sciences, Education, Fine and Applied Arts, Foreign Languages, Health Professions, Letters, Mathematics, Physical Sciences, Psychology, Public Affairs and Services, Social Sciences and Interdisciplinary Studies.

UNIVERSITY OF HOUSTON CENTRAL CAMPUS, a member of the University of Houston System, is a coeducational institution of higher education authorized to offer work leading to baccalaureate, master's and doctoral degrees. Programs are offered in the following fields: Architecture and Environmental Design, Area Studies, Biological Sciences, Business and Management, Communications, Computer and Information Sciences, Education, Engineering, Fine and Applied Arts, Foreign Languages, Health Professions, Home Economics, Law, Letters, Mathematics, Physical Sciences, Psychology, Public Affairs and Services and Social Sciences.

UNIVERSITY OF HOUSTON DOWNTOWN COLLEGE, a member of the University of Houston System, is a coeducational, open-admission undergraduate institution authorized to offer work leading to baccalaureate degrees. Programs are offered in the following fields: Business and Management, Computer and

Information Systems, Engineering (Technology), Mathematics, Public Affairs and Services and Interdisciplinary Studies.

UNIVERSITY OF HOUSTON AT CLEAR LAKE CITY, a member of the University of Houston System, is an upper-level, coeducational institution of higher education authorized to offer upper division and graduate work leading to baccalaureate and master's degrees. Programs are offered in the following fields: Architecture and Environmental Design, Biological Sciences, Business and Management, Computer and Information Sciences, Education, Engineering (Industrial Technology), Fine and Applied Arts, Foreign Languages, Health Professions, Letters, Physical Sciences, Psychology, Public Affairs and Services, Social Sciences and Interdisciplinary Studies.

UNIVERSITY OF HOUSTON VICTORIA CENTER is a unit of the University of Houston System, offering upper division and graduate level courses leading to baccalaureate and master's degrees which are conferred by the University of Houston Central Campus. Programs are offered in the following fields: Business and Management, Education, Fine and Applied Arts (Music Education only), Mathematics, Psychology, Social Sciences and Interdisciplinary Studies. The center may be discontinued by the Coordinating Board.

CORPUS CHRISTI STATE UNIVERSITY, a member of the University System of South Texas, is a coeducational upper-level institution of higher education authorized to offer upper division and graduate courses leading to baccalaureate and master's degrees. Programs are offered in the following fields: Biological Sciences, Business and Management, Computer and Information Sciences, Education, Fine and Applied Arts, Foreign Languages, Health Professions, Letters, Mathematics, Physical Sciences, Psychology, Public Affairs and Services, Social Sciences and Interdisciplinary Studies.

LAREDO STATE UNIVERSITY, a member of the University System of South Texas, is an upper-level center authorized to offer upper division and graduate courses leading to baccalaureate and master's degrees. Programs are offered in the following fields: Business and Management, Education, Foreign Languages, Letters, Psychology, Public Affairs and Services, Social Sciences and Interdisciplinary Studies. This center may be discontinued by the Coordinating Board.

TEXAS A&I UNIVERSITY, a member of The University System of South Texas, is a coeducational institution of higher education authorized to offer work leading to baccalaureate, master's and doctoral (bilingual education only) degrees. Programs are offered in the following fields: Agriculture and Natural Resources, Biological Sciences, Business and Management, Communications, Computer and Information Sciences, Education, Engineering, Fine and Applied Arts, Foreign Languages, Health Professions, Home Economics, Letters, Mathematics, Physical Sciences, Psychology, Public Affairs and Services and Social Sciences.

WEST TEXAS STATE UNIVERSITY is a coeducational institution of higher education authorized to offer work leading to baccalaureate and master's degrees. Programs are offered in the following fields: Agriculture and Natural Resources, Biological Sciences, Business and Management, Communications, Computer and Information Sciences, Education, Engineering (Industrial Technology), Fine and Applied Arts, Foreign Languages, Health Professions, Letters, Mathematics, Physical Sciences, Psychology, Public Affairs and Services, Social Sciences and Interdisciplinary Studies.

Appendix M

Service Areas* of Texas Public Four-Year and Upper-Division Senior Colleges and Universities

Institution	Counties of Service Area
East Texas State University (incl. ETSU-Texarkana)	Bexar, Bowie, Cass, Collin, Dallas, Fannin, Grayson, Gregg, Harris, Harrison, Hopkins, Hunt, Kaufman, Lamar, Marion, Morris, Red River, Smith, Tarrant, Titus
Lamar University (incl. Lamar at Orange & Lamar at Port Arthur)	Chambers, Galveston, Hardin, Harris, Jasper, Jefferson, Liberty, Newton, Orange, Tyler
Midwestern State University	Archer, Baylor, Clay, Dallas, Harris, Montague, Tarrant, Wichita, Wilbarger, Young
North Texas State University	Bexar, Collin, Cooke, Dallas, Denton, El Paso, Grayson, Gregg, Harris, McLennan, Tarrant, Travis
Pan American University (incl. Pan American at Brownsville)	Cameron, Hidalgo, Starr, Willacy
Stephen F. Austin State University	Angelina, Bexar, Brazoria, Cherokee, Collin, Dallas, Galveston, Gregg, Harris, Harrison, Jefferson, Montgomery, Nacogdoches, Panola, Rusk, Shelby, Smith, Tarrant
Texas A&M University System	
Texas A&M University	Bell, Bexar, Bowie, Brazoria, Brazos, Cameron, Collin, Dallas, Denton, El Paso, Ft. Bend, Galveston, Gregg, Guadalupe, Harris, Hidalgo, Jefferson, Matagorda, McLennan, Midland, Montgomery, Nueces, Orange, Randall, San Patricio, Smith, Tarrant, Taylor, Tom Green, Travis, Victoria, Wharton, Wichita, Williamson

* "Service area", as used in this plan, means those counties supplying 1 percent of an institution's headcount enrollment or 25 students, whichever is the smaller. Some senior colleges and universities draw from so many counties that they consider themselves to be statewide in their service area.

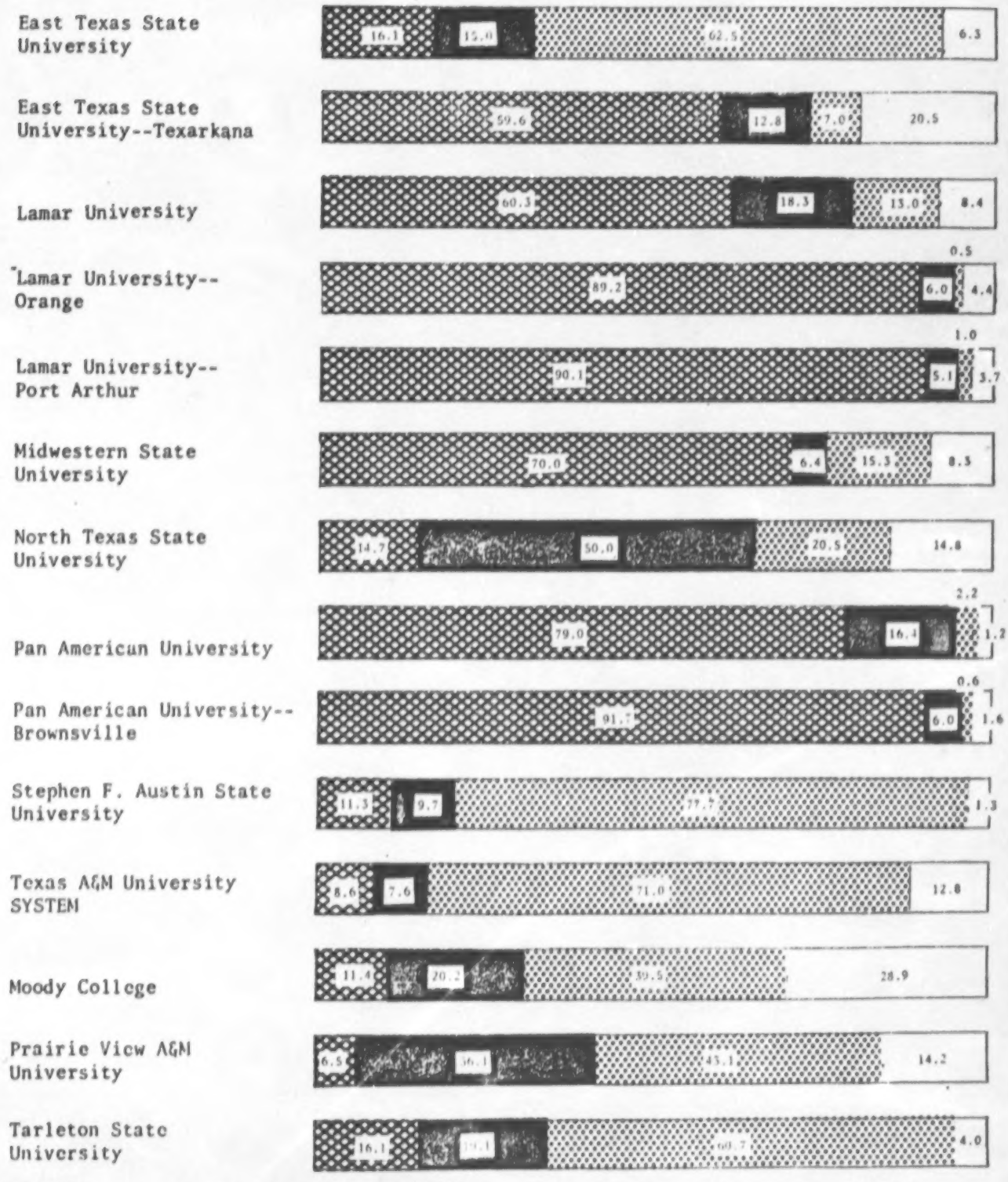
Institutions	Counties of Service Area
Texas A&M University at Galveston (formerly Moody College)	Atascosa, Bexar, Brazoria, Brazos, Brooks, Cameron, Dallas, Ft. Bend, Galveston, Gillespie, Guadalupe, Hali, Harris, Harrison, Hidalgo, Jefferson, Kerr, McLennan, Montgomery, Potter, Randall, San Patricio, Smith, Tarrant
Prairie View A&M University	Bexar, Bowie, Brazos, Dallas, Fort Bend, Galveston, Harris, Harrison, Jefferson, Montgomery, Robertson, Tarrant, Travis, Waller, Washington
Tarleton State University	Bell, Bosque, Comanche, Dallas, Eastland, Erath, Grayson, Hamilton, Hood, Jack, Johnson, Lampasas, McLennan, Mills, Palo Pinto, Parker, Tarrant, Williamson, Wise
Texas Southern University	Bexar, Dallas, Ft. Bend, Galveston, Harris, Jefferson, Tarrant
Texas State University System	
Angelo State University	Bexar, Brown, Dallas, Ector, Harris, Howard, Jones, Kerr, Lubbock, McCulloch, Midland, Nolan, Recos, Runnels, Taylor, Tom Green, Val Verde
Sam Houston State University	Angelina, Bexar, Brazoria, Brazos, Dallas, Ft. Bend, Galveston, Grimes, Harris, Houston, Jefferson, Liberty, Madison, Montgomery, Navarro, Polk, Walker
Southwest Texas State University	Bastrop, Bell, Bexar, Brazoria, Caldwell, Cameron, Collin, Comal, Dallas, DeWitt, Ector, Ft. Bend, Galveston, Gonzalez, Guadalupe, Harris, Hays, Hidalgo, Jim Wells, Lavaca, McLennan, Montgomery, Nueces, San Patricio, Tarrant, Travis, Val Verde, Victoria, Webb, Wharton, Williamson
Sul Ross State University (incl. Uvalde Study Center)	Bexar, Brewster, Burnet, Cameron, Culberson, Dallas, Dimmit, Ector, El Paso, Galveston, Harris, Hidalgo, Jeff Davis, Johnson, Maverick, Medina, Midland, Montague, Pecos, Presidio, Reeves, Tarrant, Travis, Uvalde, Val Verde, Zavala

Institution	Counties of Service Area
Texas Tech University	Bexar, Collin, Dallas, Dawson, Denton, Ector, El Paso, Floyd, Galveston, Gray, Hale, Harris, Hockley, Howard, Hutchinson, Jefferson, Lamb, Lubbock, Lynn, McLennan, Midland, Montgomery, Nolan, Nueces, Parmer, Potter, Randall, Tarrant, Taylor, Tom Green, Travis, Wichita
Texas Woman's University	Bexar, Collin, Dallas, Denton, El Paso, Harris, Hidalgo, Parker, Tarrant, Travis, Webb, Wichita
The University of Texas System	
UT-Arlington	Bell, Collin, Dallas, Denton, Ellis, Harris, Johnson, McLennan, Parker, Tarrant
UT-Austin	Bell, Bexar, Brazoria, Cameron, Collin, Comal, Dallas, Denton, Ector, El Paso, Ft. Bend, Galveston, Gregg, Guadalupe, Harris, Hays, Hidalgo, Jefferson, Lubbock, McLennan, Midland, Montgomery, Nueces, Potter, Randall, San Patricio, Smith, Tarrant, Taylor, Tom Green, Travis, Victoria, Webb, Wharton, Wichita, Williamson
UT-Dallas	Collin, Dallas, Denton, Tarrant
UT-El Paso	El Paso
UT-Permian Basin	Andrews, Crane, Ector, Howard, Martin, Midland, Reeves, Ward
UT-San Antonio	Bexar, Comal, Kendall
UT-Tyler	Anderson, Cherokee, Gregg, Harrison, Henderson, Navarro, Rush, Smith, Upshur, Van Zandt, Ward
University of Houston System	
Central Campus	Bexar, Brazoria, Dallas, El Paso, Ft. Bend, Galveston, Harris, Hidalgo, Jefferson, Montgomery, Nueces, Tarrant, Travis
UH-Clear Lake City	Brazoria, Galveston, Harris

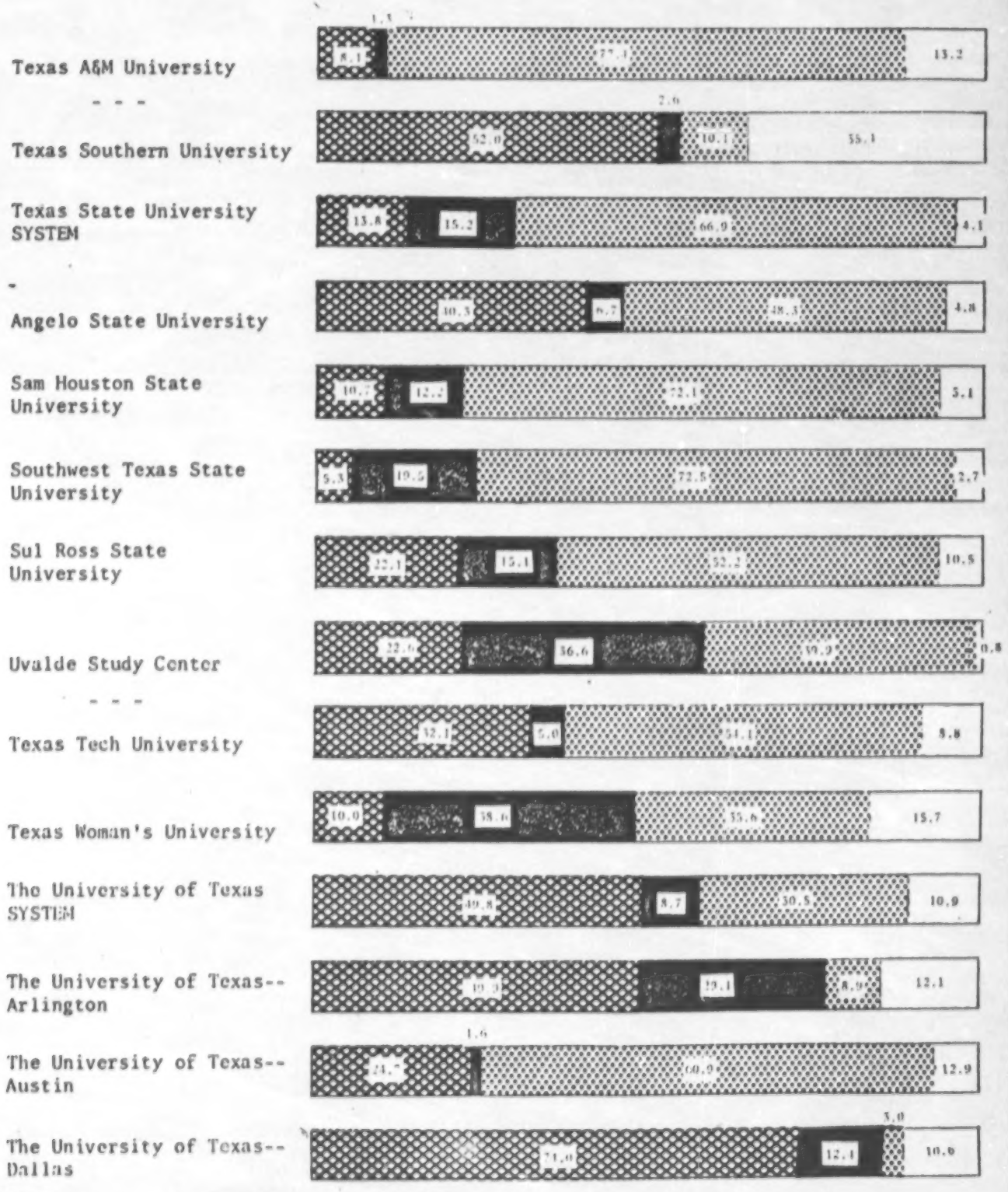
Institution	Counties of Service Area
Downtown College	Ft. Bend, Harris
UH-Victoria	Bee, Brazoria, Calhoun, Colorado, DeWitt, Goliad, Gonzalez, Jackson, Lavaca, McLennan, Refugio, Victoria, Wharton
University System of South Texas	
Corpus Christi State University	Aransas, Bee, Bexar, Kleberg, Nueces, San Patricio
Laredo State University	Dallas, Webb, Zapata, Zavala
Texas A&I University	Atascosa, Bee, Bexar, Brooks, Cameron, Duval, Harris, Hidalgo, Jim Hogg, Jim Wells, Kleberg, Maverick, Nueces, San Patricio, Starr, Webb, Willacy
West Texas State University	Carson, Castro, Collinworth, Deaf Smith, El Paso, Floyd, Gray, Hale, Hansford, Harris, Hutchinson, Lamb, Lubbock, Midland, Moore, Ochiltree, Oldham, Parmer, Potter, Randall, Swisher, Wilbarger

Appendix M-1

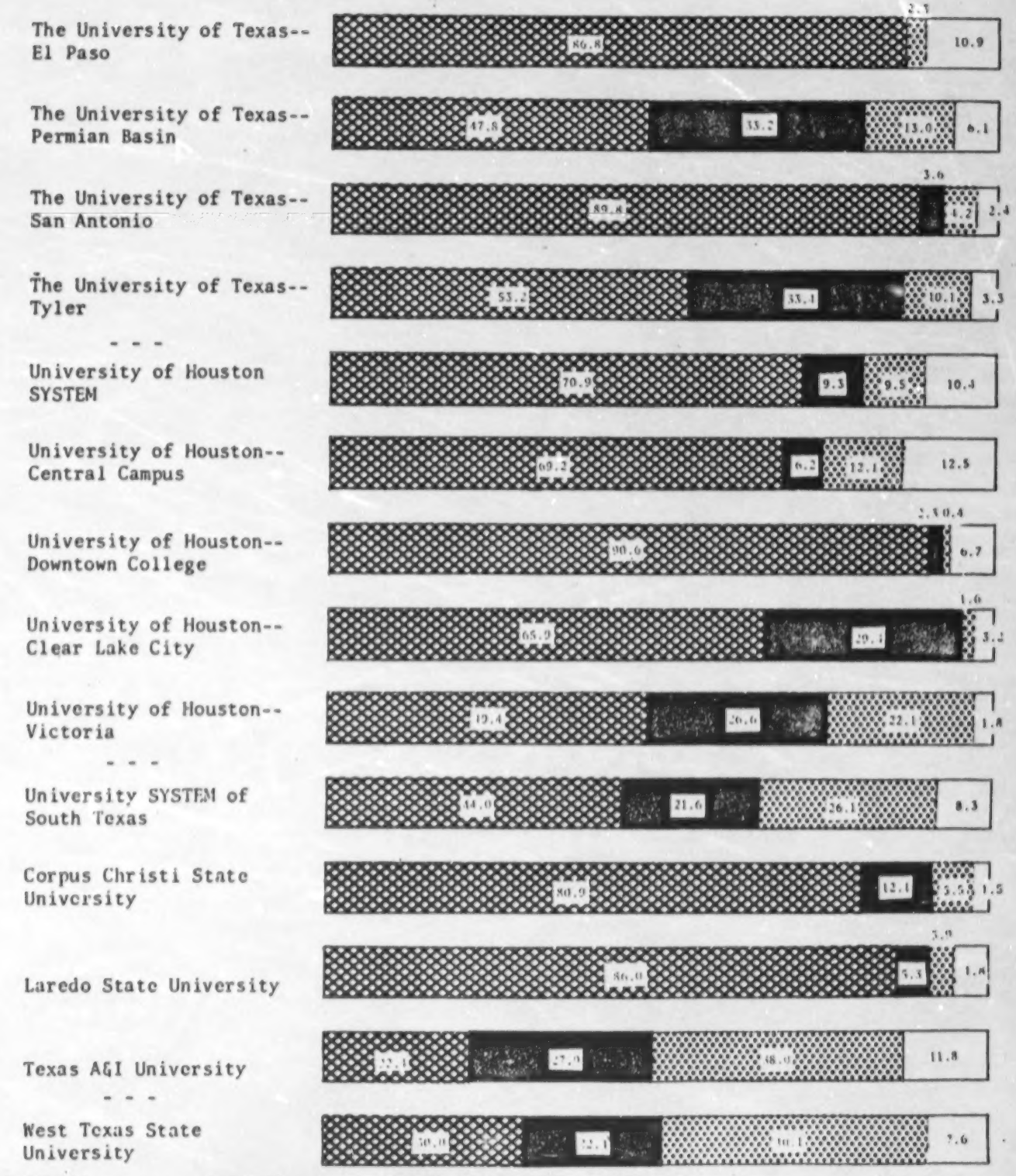
Geographic Origin of Students in Texas Public Senior Colleges and Universities, Fall 1979



Geographic Origin of Students in Texas Public Senior Colleges and Universities, Fall 1979



Geographic Origin of Students in Texas Public Senior Colleges and Universities, Fall 1979



APPENDIX N

TEXAS PUBLIC SENIOR COLLEGES AND UNIVERSITIES

FALL SEMESTER HEADCOUNT
ENROLLMENT PROJECTIONS *
1982 - 1986

INSTITUTION	1982	1983	1984	1985	1986
Angelo State University	5,908	5,967	6,011	6,041	6,060
East Texas State	8,744	8,822	8,869	8,896	8,918
East Texas State at Texarkana	1,072	1,079	1,086	1,094	1,077
Lamar University	10,564	10,409	10,255	10,098	10,096
Lamar University at Orange	835	837	839	841	850
Lamar University at Port Arthur	968	970	972	976	979
Midwestern State University	3,961	3,822	3,684	3,546	3,532
North Texas State University	17,677	17,752	17,827	17,902	18,135
Pan American University	8,810	8,860	8,910	8,959	9,079
Pan American U. at Brownsville	1,200	1,208	1,216	1,224	1,229
Sam Houston State Univerisity	10,866	10,974	11,085	11,195	11,307
Southwest Texas State University	16,324	16,375	16,416	16,476	16,584
Stephen F. Austin State University	10,175	10,180	10,186	10,198	10,203
Sul Ross	1,606	1,577	1,549	1,520	1,512
Sul Ross at Uvalde	502	505	509	512	516
Corpus Christi State University	2,707	2,706	2,705	2,709	2,710
Texas A & I	5,891	5,792	5,694	5,593	5,561
Laredo State University	787	786	785	784	785
Prairie View A & M University	5,322	5,349	5,365	5,382	5,439
Tarleton State University	3,435	3,435	3,440	3,440	3,445
Texas A & M	32,986	33,243	33,470	33,529	33,912
Moody	654	657	660	663	669
Texas Southern University	8,563	8,579	8,594	8,610	8,626
Texas Tech	23,477	23,522	23,578	23,635	23,670
Texas Woman's University	7,473	7,480	7,464	7,470	7,507
UT at Arlington	21,116	21,644	22,076	22,168	22,440
UT at Austin	45,907	46,115	46,123	46,231	46,339
UT at Dallas	6,076	6,138	6,201	6,264	6,326
UT at El Paso	16,058	16,079	16,099	16,118	16,138
UT at Permian Basin	1,618	1,620	1,625	1,630	1,636
UT at San Antonio	9,965	10,055	10,191	10,278	10,467
UT at Tyler	2,024	2,047	2,068	2,091	2,071
University of Houston	28,649	28,724	28,799	28,869	29,234
U of H Downtown	4,829	4,899	4,969	5,039	5.104
U of H at Victoria	738	737	737	736	723
U of H at Clear Lake	5,599	5,677	5,755	5,834	5,889
West Texas State University	6,393	6,346	6,300	6,254	6,220
TOTAL:	339,479	340,967	342,112	342,805	344,988

* Source: Coordinating Board projections

Appendix O

ROLE AND SCOPE STATEMENTS FOR PUBLIC MEDICAL, DENTAL, NURSING AND ALLIED HEALTH INSTITUTIONS

TEXAS A&M UNIVERSITY COLLEGE OF MEDICINE is a unit of Texas A&M University. It is authorized to confer the Doctor of Medicine degree.

TEXAS COLLEGE OF OSTEOPATHIC MEDICINE is under the control of the North Texas State University Board of Regents. It is authorized to confer the Doctor of Osteopathy degree.

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER, which includes the School of Medicine, is under the control of the Texas Tech University Board of Regents. It is authorized to confer the Doctor of Medicine degree and Master of Science and Doctor of Philosophy degrees in various biomedical science disciplines customarily offered in health science centers. Also under the Health Sciences Center are the School of Nursing, School of Pharmacy, School of Allied Health Sciences and School of Veterinary Medicine. Programs in allied health, nursing, pharmacy and veterinary medicine have not yet been activated.

THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT DALLAS includes Southwestern Medical School which offers the Doctor of Medicine degree, the Graduate School of Biomedical Sciences and the School of Allied Health Sciences. The Graduate School offers master's and doctoral degrees and postgraduate certificate programs in various biomedical science disciplines. A number of baccalaureate degrees and certificates are awarded in the allied health science disciplines.

THE UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON includes the School of Medicine which offers the Doctor of Medicine degree, the Graduate

School of Biomedical Sciences, the School of Allied Health Sciences, the Marine Biomedical Institute and the School of Nursing. Master's and doctoral degrees in a number of biomedical science disciplines are offered. The School of Nursing offers baccalaureate and master's degrees in nursing, and a postgraduate certificate in an advanced nurse practitioner program. The School of Allied Health Sciences offers baccalaureate degrees and certificates in a number of the allied health fields.

THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON includes the School of Medicine, the Dental Branch, the Graduate School of Biomedical Sciences, the School of Public Health, the School of Allied Health Sciences, the School of Nursing and the Speech and Hearing Institute. The School of Medicine confers the Doctor of Medicine degree. The Dental Branch confers the Doctor of Dental Surgery degree and provides advanced training in the clinical specialties of dentistry as well as diploma and certificate programs in dental hygiene and dental assisting. The Graduate School offers work leading to the master's and doctoral degrees in a number of biomedical science disciplines. The School of Public Health offers master's and doctoral degree programs in community health and in health sciences. The School of Allied Health Sciences offers baccalaureate degrees and certificate programs in several allied health fields. The School of Nursing offers baccalaureate and master's degrees in nursing.

THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT SAN ANTONIO includes the Medical School, the Dental School, the Graduate School of Biomedical Sciences, the School of Allied Health Sciences and the School of Nursing. The Dental School offers the Doctor of Dental Surgery degree and advanced

training in clinical specialties. The Graduate School offers master's and doctoral degree programs in various biomedical sciences, and, jointly with The University of Texas at Austin, the Doctor of Pharmacy degree in pharmacy. The School of Allied Health Sciences offers certificate programs in several allied health fields, and, jointly with The University of Texas at San Antonio, several baccalaureate allied health programs. The School of Nursing offers baccalaureate and master's degree programs in nursing.

APPENDIX P

PUBLIC MEDICAL, DENTAL, NURSING AND ALLIED HEALTH SCHOOLS

FALL SEMESTER HEADCOUNT

ENROLLMENT PROJECTIONS
1982-1986

INSTITUTION	1982	1983	1984	1985	1986
U.T. HEALTH SCIENCE CENTER, DALLAS	1,322	1,322	1,322	1,322	1,322
U.T. HEALTH SCIENCE CENTER, HOUSTON	2,805	2,805	2,805	2,805	2,805
U.T. HEALTH SCIENCE CENTER, SAN ANTONIO	2,270	2,270	2,270	2,270	2,270
U.T. MEDICAL BRANCH AT GALVESTON	1,586	1,586	1,586	1,586	1,586
TEXAS TECH UNIVERSITY SCHOOL OF MEDICINE	340	382	400	400	400
TEXAS A&M UNIVERSITY COLLEGE OF MEDICINE	128	128	136	144	152
TEXAS COLLEGE OF OSTEOPATHIC MEDICINE	347	361	368	368	368
Total	8,798	8,854	8,897	8,895	8,903

Appendix Q

The Methodology for Calculating Graduate and Professional Fulltime Student Enrollment Goals

Graduate Enrollments

Step 1. Determine the number of black, white, and hispanic statewide baccalaureate graduates for fiscal year 1980.

Note: This was done by linear extrapolation using FY 1979 and FY 1981 graduation data from NCES.

Step 2. Determine the number of first year statewide graduate students entering public institutions in fall 1980.

Step 3. Determine the number of first year statewide first professional students entering public institutions in fall 1980.

Step 4. Calculate statewide black-white and hispanic-white disparities by dividing the appropriate "entering" figure by the appropriate "graduation" figure.

Step 5. Calculate individual institutional black-white and hispanic-white disparities by dividing the appropriate institutional "entering" figure by the appropriate statewide "graduation" figure.

Step 6. Calculate the total institutional black-white and hispanic-white disparities by summing the individual institutional disparities.

Step 7. Calculate the percent each institutional black-white and hispanic-white disparity is of the total sum of the individual institutional disparities.

Step 8. Calculate institutional black and hispanic graduate enrollment goals by multiplying the percent figure derived in Step 7 above by the statewide black and hispanic disparities, respectively.

Step 9. Distribute among the several institutions having graduate enrollment goals 148 additional negotiated black graduate students in accordance with the percentage each institution had of the original goals.

First Professional Enrollments

The methodology for calculating first professional enrollment goals for blacks and hispanics is identical to the above methodology used to calculate the graduate enrollment goals.

Appendix R

Annual Cumulative Numerical Goals of Traditionally Non-Black
Senior Colleges and Universities for Increasing
Black and Hispanic Graduate and Professional Enrollments

	Black										Hispanic									
	Increase of Black First Year Graduate Students Over Fall 1978, For Each Year of the Plan					Increase of Black First Year First Professional Students Over Fall 1978, For Each Year of the Plan					Increase of Hispanic First Year Graduate Students Over Fall 1978, For Each Year of the Plan					Increase of Hispanic First Year First Professional Students Over Fall 1978, For Each Year of the Plan				
	1983	1984	1985	1986	1987	1983	1984	1985	1986	1987	1983	1984	1985	1986	1987	1983	1984	1985	1986	1987
East Texas State University	-	-	-	-	*	-	-	-	-	*	4	9	16	21	27	-	-	-	-	*
Lamar State University	-	-	-	-	**	-	-	-	-	*	-	-	-	-	2	-	-	-	-	*
Midwestern State University	-	-	-	-	*	-	-	-	-	*	-	-	-	-	1	-	-	-	-	*
North Texas State University	5	10	17	24	31	-	-	-	-	*	13	26	46	66	88	-	-	-	-	*
Pan American State University	-	-	-	-	*	-	-	-	-	*	-	-	-	-	*	-	-	-	-	*
Stephen F. Austin State University	-	-	-	-	2	-	-	-	-	*	1	3	5	7	9	-	-	-	-	*
Texas A&M University	5	10	18	26	34	1	2	3	4	6	5	15	25	35	54	2	4	7	9	11
Tarleton State University	-	-	-	-	*	-	-	-	-	*	-	-	-	-	2	-	-	-	-	*
Angelo State University	-	-	-	-	*	-	-	-	-	*	-	-	-	-	*	-	-	-	-	*
Sam Houston State University	-	-	-	-	*	-	-	-	-	*	-	-	-	-	3	-	-	-	-	*
Southwest Texas State University	5	10	15	20	26	-	-	-	-	*	3	7	12	17	25	-	-	-	-	*
Sul Ross State University	-	-	-	-	2	-	-	-	-	*	-	-	-	-	*	-	-	-	-	*
Texas Tech University	5	10	17	24	31	1	2	3	4	6	5	10	20	30	45	2	3	5	7	9
Texas Woman's University	-	-	-	-	3	-	-	-	-	*	5	10	17	24	31	-	-	-	-	*
University of Texas-Arlington	-	-	-	-	*	-	-	-	-	*	2	4	7	11	16	-	-	-	-	*
University of Texas-Austin	10	20	35	50	65	2	4	6	8	10	5	12	28	44	67	-	-	-	-	2
University of Texas-Dallas	-	-	-	-	3	-	-	-	-	*	1	2	3	4	6	-	-	-	-	*
University of Texas-El Paso	-	-	-	-	3	-	-	-	-	*	-	-	-	-	*	-	-	-	-	*
University of Texas-Permian Basin	-	-	-	-	*	-	-	-	-	*	-	-	-	-	1	-	-	-	-	*
University of Texas-San Antonio	-	-	-	-	3	-	-	-	-	*	-	-	-	-	*	-	-	-	-	*
University of Texas-Tyler	-	-	-	-	*	-	-	-	-	*	-1	1	2	3	4	-	-	-	-	*
University of Houston-Central Campus	-	-	-	-	*	1	1	2	3	4	2	4	7	10	13	-	-	-	-	*
University of Houston-Clear Lake City	1	2	4	6	8	-	-	-	-	*	2	4	10	16	22	-	-	-	-	*
University of Houston-Victoria	-	-	-	-	*	-	-	-	-	*	-	-	-	-	1	-	-	-	-	*
Corpus Christi State University	-	-	-	-	3	-	-	-	-	*	-	-	-	-	*	-	-	-	-	*
Laredo State University	-	-	-	-	*	-	-	-	-	*	-	-	-	-	*	-	-	-	-	*
Texas A&I University	-	-	-	-	*	-	-	-	-	*	-	-	-	-	*	-	-	-	-	*
West Texas State University	2	4	6	12	18	-	-	-	-	*	5	10	16	23	30	-	-	-	-	*
UT-Health Science Center-Dallas	-	-	-	-	3	1	1	2	3	4	1	1	2	3	4	1	2	3	4	6
UT-Health Science Center-Houston	-	-	-	-	*	1	1	2	3	4	1	2	3	5	7	1	2	4	6	8
UT-Health Science Center-San Antonio	1	2	3	4	5	1	2	3	5	7	1	1	2	3	4	-	-	-	-	*
UT-Medical Branch-Galveston	-	-	-	-	*	1	2	3	4	6	-	-	-	-	1	1	2	4	6	8
Texas College of Osteopathic Medicine	-	-	-	-	*	-	-	-	-	3	-	-	-	-	*	1	2	3	4	6
Fifth-Year Total Goal					240					50					463					50

* None
** Less than one